

黃河 長城

——
對外漢語啟蒙教材

李白堅 丁迪蒙 編



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編著

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内容提要

本书为国内最新编写的对外汉语教材，采用现场演示教学法、参与教学法、游戏教学法，使学生在轻松、活泼、有趣的氛围中学习汉语。其课文长，重文多，以 1282 个词语组成两万多字 32 课课文。每篇课文后配有游戏。为训练学生听音能力，每课皆有“主持人对话”、“听音查词典”。听、说、读、写并重。并设“教学提示”，以便使用者参考。

本书可供 3 至 10 周汉语短训班速成，视学生程度作适当取舍；也可作为正规班的启蒙教材。教学时间为 20 周。

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黄河—长城

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为求灵犀一点通

——序

吴欢章

记起一个故事：巴比伦城的人想造一座通天的高楼，于是就动工了。楼越造越高，快要碰到天了。这引起了上帝的震怒，他使出了很厉害的一招：让造楼的人语言发生混乱。语言不通，行动就无法协调。巴比伦人的通天高楼终于没有建成。

这个富有神话色彩的故事，却揭示了一个很实际的道理：语言是社会人群不可缺少的交际工具，是沟通人际关系必不可少的桥梁。通言才能通心。

随着我国实行对外开放政策，世界各国人民同中国人民的交往日益增多。开通语言的桥梁，就成为中外政治、经济和文化交流和合作的必要条件。正是抱着友好交往的愿望，越来越多的外国人到中国来留学，来学习中国的语言和文化，这就促成了对外汉语这门新兴学科的发展。由于各国的国情有别，历史文化背景相异，语言习惯也不同，便构成了对外汉语教学的难点，也形成了它的许多特殊规律。怎样使外国人学习汉语又快又好，因而成为最近十多年来对外汉语教学共同努力的目标。

正是怀着这种美好的动机，李白坚和丁迪蒙两位老师在对外汉语教学中进行了辛勤的探索和试验，积累了不少行之有效的经验。现在他们把长期教学实践中的种种想法和做法综合集中起来，编写了《黄河—长城》这部对外汉语启蒙教材。我觉得，他们在对外汉语教学中勇于改革的精神应该肯定，他们教材编写的成果也值得重视。

《黄河—长城》有哪些特点可以引起我们注意的呢？

形象性。不是孤立地、抽象地讲授汉语知识，它根据总体构思，把课文分解成一个个有一定情节性的动作、场面和事件，而把字、词、句、篇和听、说、读、写融合于动态过程之中，使留学生由浅入深地逐步掌握。因为有生动的形象，有具体的情境，这比那种干巴巴的空洞说教，更易于为留学生所心领神会。

实践性。不是我讲你听，满堂灌，而是用各种方法促使留学生实际操练。通过听、记拼音查词典找汉字，对话，唱中国歌，读中国古诗，念绕口令等等，尽可能增加留学生实际操作的机会，让他们在实际运用中提高听、说、读、写汉语的能力。

反复性。贪多嚼不烂。这部教材总是依据合理布局，在一篇篇课文中，抓住某几个主要的词语、句式、语音、语法结构，反复地讲解，反复地操练。伤其十指不如断其一指。由于“兵力”集中，就使留学生对于所学的东西，印象深，记得牢，用得上。

娱乐性。寓教于乐，是这部对外汉语教材的长处。它通过各种各样有趣的游戏（譬如猜谜、竞赛、演剧等），主持人幽默的对话，诱发留学生的学习兴趣，培养他们对汉语敏锐反应的能力，锻炼他们正向思维和逆向思维的能力，把汉语知识的领会和运用寓于轻松愉快的形式之中。

文化性。这部教材通过精心的设计，把文化成分巧妙地引入语言之中，使汉语教学和中国文化传播自然地结合起来。譬如中国的节令、菜肴、乐器、书法等等，都是穿插在汉语学习中使留学生得以了解的。语言和文化的交融，既可提高留学生学习汉语的兴趣，也可增进他们对中国的亲近感。

综而观之，《黄河—长城》这部对外汉语启蒙教材总的精神，便是让外国留学生在汉语学习中由被动角色转化为主动角色，调动他们的学习积极性，增强他们的学习参与性，使他们学得自觉，学得生动活泼，从而提高学习的效率和速度。我觉得，这是符合对外汉语教学特殊规律的一种探索和创造。

李白坚、丁迪蒙老师和所有从事对外汉语教学的老师，实际上是在从事着和开头故事中的上帝行为相反的工作：使得操各种语言的人能够语言相通和心灵契合。对此，上帝可能是不高兴的，但世界各国人民是肯定欢迎的，因为大家正在共同努力建造一座通向未来的友好大厦。

1995年4月
写于上海大学

编者的话

教学和教材是教学中的两大重要因素。如果说,在这两个因素中教学是较为活泼、较易变化的话,那么,教材就是较为平稳而固定的因素。教材经常制约着教学,而教学又常常会突破着教材。当教学的经验积累已经到了相当程度;当教学的方式已经突破了教材限制;当教材已经无法框定教学方式;当教材已经显得步履蹒跚,略嫌老态的时候,尝试着编写一种新的教材,也就成为一种可能和必需。

我们从趣味出发,从活跃课堂气氛出发,从使外国学生学得轻松、学得实在出发,通过对日本、韩国、美国、瑞典、法国、西班牙、葡萄牙、新西兰等国家的学生的多次反复教学实践,完成了这本对外汉语启蒙教材《黄河—长城》的编写工作。

我们在本教材的编写过程中,作了一些新的尝试。有很多方面与传统的对外汉语教材不尽相同。现说明如下:

一、诱导学生参与,使其身历其境

教学,最忌“我说我的”、“你听你的”。教学需要师生的交流,需要学生的参与。“交流”与“参与”的程度,体现了教学的力度与广度,此中有粗细之分,有文质之别。

是否可以采取一种方法,使学生能与课文中的人物结合起来,使学生的一切活动都体现在课堂之中,使课文中的人物形象都有他们的影子呢?

本教材的办法是:在开学初即为每一位留学生取一个新的中国名字。而这个名字又同中国人的一般姓名不一样,是一些特殊的,但又是很常用的词、词组。如“上中下”、“前后左右”、“上车下车”、“南方人”、“西方人”等等。取这样的名字,其作用有三:

第一,熟记这些常用的词。从留学生进入学习开始,就一直叫这个名字,无数次地重复,便使之自然而然地掌握,记忆了这些词的意义。

第二,练习发音时的口型。这些词对外国学生来说有很多语音上的难点,sh和x不容易区分,送气不送气搞不清楚,四个声调难以辨别。经常使用这些词,可以纠正口型,区别发音部位、发音方法的不同,辨清四种不同的音高。

第三,与课文中的人物相对应。因为课文中的人物都是以这样的名字出现的,因此一旦学生读课文,课文中人物的音容笑貌,一言一行就有意无意地影射了课堂中留学生的言行和举动。

读这样的课文,学生会特别关心相对应的课文中的人物的行为、语言。他们会注意课文中相应人物的性格特征。这种课文对学生来说,既新鲜、生动、又具有感召力和生活吸引力。学生会因阅读自己的生活而兴趣倍增,从而极大地调动起他们的学习积极性和课程的参与性。

我们在课文中特意留出一些空格,便于上课时临时填上老师的姓、学生的“新名字”、以及学生的国籍。“新名字”在适当的时候可进行调换,换上已学过的、较难记住的单词,以帮助重复记忆及理解。

二、扩充课文篇幅，增加重文次数

我们以为，对外汉语教材的课文有以下几重作用：其一，学习词汇和句子，并了解它们的实用与使用情况，用在哪里？怎么用？词与词怎样搭配？句子如何构成？其二，提供摹仿同类句子的样板。其三，创造了一个情境。创造一种生活状况和再现一种语言功能，使学生有身临其境之感。其四，了解一种外域文化结构。

综观多种对外汉语的启蒙教材，几乎半本书教完了，课文篇幅尚停留在几十字、上百字的水平上，鲜有几百字的课文。因为课文容量少，环境单一，人物形象干瘪，情景乏味单调，语言生硬僵化，也就无法达到或体现以上那些作用。

鉴此，我们在编写课文时，采用了大量重文的形式，使每篇课文长达四五百字，甚至于上千字。

如：《同学们，你们好》这一课，通过老师询问每一个同学来组织课文，达到多次复习、练习的机会。因为每个学生的名字不同，对象当然不一样。再加上句子的意思虽然相同，但在行文上又略有不同。既表现了不同的问答方式，又减少了枯燥、乏味和单调感。这样一来，课文所用的词汇并不多，但课文却显得很长，也丰富得多了。刚刚学习汉语，就能阅读这么长的课文，学生们在心理上立刻会产生一种自豪与满足，有一种想继续学下去的迫切愿望与美好的、高昂的学习情绪。

因为课文较长，内容又具有可操作性，这就为现场演示提供了可能。如在上《现在上课，我们点名》这课之前，可以先把课文的内容在每个学生的身上演示一遍，操作一遍。显然，先在课堂上做了一遍之后，再去请同学们学习《现在上课，我们点名》，课文中的词汇，句子已了然于胸，当然也就能完全清楚课文的内容。课文虽长，却完全能读下来。一次次的重文，似乎是在不经意之间，完成了对这些词、句的熟悉、熟知、感知、乃至掌握的过程。

经过实践，我们仅用了1282个词，就组成了2万多字的课文。课文内容涉及到生活的各个方面：体育运动、时间概念、汉字的构成、中国的烹调、书法艺术、传统的节日、逛南京路、中医知识、购买服装、中国象棋、阴历与阳历、中国的地理、手指的名称、等等。而且，所有的课文都能进行现场演示。这样，既可以先操练，再读课文；也可以先读课文，再把课文演示出来。不管用哪种方法，都能收到很好的教学效果。

汉语，是为中国文化的最集中、最完整、最直接的表现形式。可以说，汉语掌握得好了，对中国的文化就会有一定的了解。学习汉语的留学生，是非常迫切地想了解中国悠久、古老的文化的。在对外汉语初级教材中，有意识地编入一些中国的文化知识，可使外国朋友尽快了解中国，熟悉中国的人文知识。

如编写的课文《今天我们来玩象棋》中，出现了汉字“车、马、炮、卒”等。倘若通过学习下象棋，留学生对以上棋子功能有所了解的话，由此而产生的成语“马后炮”、“过河卒”便也大致可清楚了。在日后的日常会话、写作过程中，如能运用这些词汇，就可使语言生动、有趣，而不是僵硬的、死板的、干巴巴的了。

三、适应初学需要，暂时变换拼音

汉语的发音，对于留学生来说是个大难点。如何帮助他们顺利地通过语音关，并使他们讲得流畅、通顺，是教师的重要任务。

学习第二语言最大的难点就是在其母语所没有的发音部位上的发音，外国人学汉语亦然。加上汉语又有声调的变化，更是难以掌握。但是，能否在语音的教法上作一些推敲

呢?能否在学汉语的拐杖——汉语拼音方案上作一些暂时的变动,以适应现实教学的需要呢?

汉语拼音方案是为中国人学习汉字而设计的。作为学习母语,在识字前已经会说汉语,已经有了语音习惯。所以中国人在学习汉语拼音方案时不会引起歧义。但对于学习第二语言的外国人士来说,他是没有任何汉语语音概念的。他必须完全依赖汉语拼音,从看拼音开始学汉语,从汉语拼音字母入手拼读汉字。留学生在学汉语的初期往往只看拼音,不看汉字。而汉语拼音方案中,又有一些容易引起他们歧义的地方,造成一些人为的错误。因此,我们在编写教材时,对汉语拼音方案作了一些临时的变换。

首先,我们改变了上声的教法。传统教学时,上声总是先教独用调值,即全上 214。结果外国人读上声字时,总是十分夸张,拿腔拿调。事实上,上声是经常处于变动状态的。据统计,约有 70% 以上的上声读成半上 211。只是在两个上声同时出现时,前一上声才变成类似阳平 24。读成全上 214 的机会不多,常作为强调出现,也多在句末。我们在初期教学时,只教半上,不让学生接触全上,不教独用调值。实践证明,用这种方法来教学后,学生们的语调比较自然、流畅,不再是洋腔洋调、滑稽可笑了。

其次: j, q, x, y 后面 u 的两点暂不省略。u, u 发音部位不同,本国入学拼音因为没有读成[tɕu]的习惯,所以省略两点没有问题。留学生往往看字母读音,见 u 读[y],见 u 读[u],即使教师再三告诫 jqx 后面是 u 不是 u, 两点省略了,但在读的过程中总还是读错。因为他们没有语音习惯,不知道这个音节是不存在的。针对这一特点,我们在前几周教 j, q, x 及零声母 y 开头的音节时, u 的两点暂不省略,拼成 ju, qu, xu, yu。这样一改,“去”[tɕ‘y]就不会读成[tɕ‘u],“需”[ɲy]就不会读成[ɲu]了。而留学生中读成这样的音节是屡见不鲜的。一旦读熟,再改也难。等到初期强化训练结束,常用的汉字已熟读,再略去两点问题就不大了。

第三: zh, ch, sh, r, z, c, s 后面的 -i 暂不出现。舌尖前、后音后面的 -i 与 i 的发音部位不同,中国人学拼音,只要说明是整体认读, -i 不发音即可。没有人会把“吃”读成[tɕ‘i]。留学生则不同,常听见他们把“吃饭”读成[tɕ‘i fan],把“日本”读成[tɕipən]的。究其错误原因,仍是见字母读音,把 -i 看成 i。我们采用的方法是: 这些音节的韵母 -i 暂不出现。“老师”拼成“lao sh”,“迟到”拼成“ch dao”,“知道”拼成“zh dao”,“日本”拼成“rben”。过了初期训练阶段后,再将 -i 放到声母后面,并强调说明不是 i。由于已掌握了很多常用字,所以就很少再错了。

四、运用游戏教学,提高学生兴趣

在教学过程中,我们发现,不同国籍、人种、年龄、性别的留学生,都喜欢在轻松、愉快的游戏中学习汉语。在游戏的氛围中学到的知识悟得快,记得牢,用得上。谁都害怕暴风骤雨似地“满堂灌”,“板板六十四”的死记硬背。

当然,对于学生们来说,语言学习是艰辛的劳动。但是,教师的职责则是如何把繁难的、复杂的、枯燥乏味的语言知识化解为简单的、轻松的、活泼而又丰富的教学程式。让学生们易于接受,愿意掌握,充满信心,伴随情趣,从而学得快、学得好。

游戏是稚童的“天使”,也是大中学生,乃至“老学生”的“天使”。在某种意义上说,刚起步学习第二语言的成年人也是语言上的“孩童”,其语言思维方式与稚童是没有本质区别的。游戏又是人之天性,各种形式的运动会不也是大人们的游戏吗?在语言教学过程中,设计一些帮助学生记忆,活跃课堂气氛的游戏,大有裨益。

例如：我们设计了一个“藏糖找糖”的游戏，就很成功。先由教师告诉学生，我们将找糖，学生一听便来了兴致。然后，教师走出教室去藏糖。几分钟后，回到教室，在黑板上写上：走出教室，向右转，朝前走七步。向左转，走五步。向右转，抬头，伸手。写完，即请学生们去找。谁找到了糖，即说明他已经理解了黑板上这段话的语义，理应让他享用这粒糖。在嘻嘻哈哈的气氛中，大家都迫不及待地涌出教室，争先恐后地去找糖。

在紧张的听力练习，或在繁难的正音练习之后，做一做这样的游戏，放松了神经，消除了疲劳，焕发了精神。而黑板上写下的这段话，又在复习方位词、动词。游戏的这种调节作用，是下课十分钟的休息所不能比拟的。往往在游戏做完之后继续上课，身心已得到了调节，效率特别高。

我们在每一篇课文学习之后，都安排了一则游戏。如“猜中指”；跳舞“找朋友”；演小品“狼来了”，等等。

游戏，是一堂课，是一篇课文，是一场戏，是一种情境，是一番操练，是一个规程，是一种放松神经的休憩，是一个活动筋骨的时机，是一种听、说、读、写的综合，是一场师生打成一片的交融。一举多利，何乐不为？

五、加强听音训练，打好自学基础

学习语言要求听、说、读、写全面发展。但其中听是第一位，是最重要的，是学习语言最基本的能力。从某种意义上说，听是学习语言的基础。因此，在对外汉语教学中，听是基本功，听也是一种最基本的训练。为此，我们设计了一种特别的训练规程——听音查词典。

汉语拼音的特点是能写出完全的音节。如“热闹”这个词，拼为“rè nào”。根据这个读音，便能很快地在词典中寻找出汉字来。

为了训练听力，我们在每一课的练习中，都设计了“听音查词典”的训练题目。开始的时候是一些简单的词，由教师把词读出来，让学生根据读音记录下声母、韵母、声调。待到整个音节的拼写都正确无误后，便引导学生查手中的《汉英词典》或《汉日词典》等。逐渐地过渡为听句子，听短文。这个时候，有些词已学过，可以直接写下汉字了，只是把不知道的，不清楚的词先用拼音记录下来，再去查词典，然后找出汉字填写进去。这是增强学生听力的一个重要的手段。

我们认为，词典是最好的老师。我们应该尽快地帮助学生养成听音查词典、看字查词典的习惯。以便他们在日后任何场合听到陌生的词汇，看到陌生的汉字时，能很快地解决问题。而不致处处、时时依赖老师。实践证明，往往由学生自己听不懂、不认识，也就是在实际生活中遇到问题去查词典而学到的词，记得特别牢，印象也特别的深刻，不容易遗忘。

另外，我们的课文上没有注拼音，也没有标写声调，但课文间距甚宽。目的同样是为了训练学生的听音。可让他们根据教师的读音分辨四声声调，并标注在课文上。我们在每课课后的练习中还安排了看汉字写拼音，然后看拼音写汉字的练习，以进一步巩固、理解已学完了的课文。这个练习当在辨析完声调之后再做。

教，是为了不教，是为了使学生能尽快脱离教师这根“拐棍”。最终走上自学的道路。而学生从依靠老师到依靠词典，可以说是学习上一个重大步骤。我们应该促使这一步骤的早日到来。

六、设计课堂对话，增加生活情趣

根据课文内容,在每一课课后我们都编写了长长的一段对话。对话围绕着课文的主题,又与课文略有不同。这个对话,既不要求学生掌握,也不要求学生阅读,学生的任务只是听。听懂五成即可,七成便是优秀。遇到可能听不懂的词,教师可在黑板上写一写,略加解释。这段对话是幽默、风趣、有滋味的,甚至有一些错误效应。如:甲:冬天你喜欢什么运动?乙:冬天?我最爱游泳。甲:夏天你喜欢什么运动?乙:夏天?我喜欢长跑。甲:口渴了,你要什么?乙:口渴了?我要饼干。甲:肚子饿了,你想干什么?乙:饿了?我想喝一大杯水。

这样的对话,学生兴趣很浓,往往听得哈哈大笑。笑,说明听懂,或基本听懂了。教师对话时,还可伴以夸张的手势、表情、语气。这对训练听力极有帮助。

当然,本教材既可采取“主持人”教学,亦可由一位老师执教,此处“对话”,只是提供一种教学手段罢了。

七、需要强调说明的几个部分

第一,本教材未专门设立“语法”一栏

我们认为,语法是大量语言现象的规律性的总结。外国学生初学汉语首要任务是听得懂,能模仿着说,理解句子的基本意义,尽快地掌握尽可能多的常用词汇。对于语法现象,教师可以,也应该在课堂上“相机”讲解一些,但只要点到即可。

在教材中,我们设立了重要词汇一栏,每一课着重解决三个重要的词,并以句子形式出现。让这些词在具体的语义环境中展现,使学生了解这些词在句子中的位置。同时,在练习中让学生各造三个句子,以此来观察学生是否已理解、已掌握。所以,应要求学生尽可能地造长句。如能将三个词揉在一起,写成一篇短文,则更好。老师在批阅学生的作业时,会发现不少的错误,或写得不太通顺的,不合乎汉语习惯的句子。这时,就可有针对性地解决他们所存在的语法问题。

第二,本教材未设立“生词”一栏

在教学实践中,不少留学生向我们反映:最怕某些老师孤立地教他们生词,动辄二三十个,无法接受。

我们让生词在课文中出现。我们的课文很长,又能演示,生词重现率甚高。再说,生词在一定的语言环境中出现,学生容易掌握。老师在讲解课文中略加解释,便能理解。如“排队”这个词,只要在做游戏时将学生叫到黑板前,排排队,报报数,即可明白。而且有形象记忆,记得特别牢。

本教材强调培养学生的自学能力,要求学生具有勤查词典的良好习惯。在授课过程中,倘若遇到生词,老师可以读出词的音节,让学生查阅词典,理解词义。在查词典过程中,往往会引起学生新的疑问与讨论,这样可使学生在“动手动脑”中学习生词,记忆效果远比不费气力地看现成的注释好。

如果要求学生预习,教材后面附有总词汇表,可供查阅。

第三,本教材没有英语或日语的译文

为了使教材有较大的适应面与覆盖面,我们没有标注课文译文。因为全世界众多国家,使用语言都不相同,教材无法一一标注。这是一。

其次,我们认为,在对外汉语教学时,原则上应不出现或少出现除汉语以外的语言文字,而应该用简单的汉语言、或文字、图画、手势、动作去解释课文中出现的问题。学生得到的哪怕是最肤浅的理解,也比不费力气看译文好。因为前者是经过思考和理解,是

费了力的，是以汉语言文字加上汉语教师的行为、手势、图画来理解的；而后者则是不动脑筋的、是对于他们学习汉语没有什么帮助的理解。两者的作用与深度是大不相同的。

当然，教师还可以采用学生之间相互解释的方法去解决某些生词或某个句子。既然个别的学生已经理解了其中的含义，为何不让他过过当“汉语老师”的“瘾”，由他去为其他学生作解释呢？此时，可以允许这个学生以他的本国语作说明。这种方法，既可以锻炼一些水平较高的学生，使他成为班级的榜样，又可促进班级互助风气的增加，一举两得。

第四，在每篇课文的课后练习中，有一些课文没有出现过的词，这是为扩大学生词汇量而设的。教师可引导学生通过自查词典来理解词的意义。这些词不必强求学生掌握。

第五，本教材设有“教学提示”

我们在每一课的课后都设有“教学提示”，对该课的教学提供了一些参考意见，教师可以根据自己教学的需要，作适当的取舍。

第六，本教材教学时间为 20 周。每周 20 学时

教学是一门最生动的艺术，教材只是为教学限定了一个大的方向，但远远不能框死丰富异常，因人而异的教学方法。我们希望，因实际教学方法的变革引起的教材的改换，再反过来给教学方法打开新的天地。我们希望，因这本教材而引发出更多的更好的教材与教法来。

李白坚 丁迪蒙

FROM THE COMPILERS

written by LIBAI JIAN, DING DIMENG

Teaching methods and teaching materials are two important factors of teaching. Of them, the former is rather inflexible and tends to change while the latter is rather inflexible and tends to remain unchanged. Quite often, teaching will break through the net of the teaching materials though it is often governed by the latter. It is not only possible but also necessary to attempt to compile some new teaching materials when enough teaching experience has been accumulated, the teaching method has broken through the net of the teaching materials, the teaching materials have failed to govern the teaching method or they have gone out of date.

In order to make materials interesting so that foreign students may study in a lively class-room atmosphere purposefully, we have finished compiling the textbook entitled "The Yellow River, the Great Wall" for the use of foreign students through repeated practice in teaching students from Japan, Korea[South], the United States, Sweden, France, Spain, Portugal and New Zealand.

We made some fresh attempts in writing this textbook. As a result, it is somewhat different from those traditional Chinese textbook for the use of foreign students in the following ways:

1. Prompting the students to take an active part

In teaching, do avoid the fact that no one else is listening while one is speaking, and it is absolutely necessary to prompt the students to take an active part in the teaching activities so that they and their teacher may communicate with each other. The extent of the students' communication with their teacher and their participation in the activities signify the strength and the extent the teaching has gained and reached.

Is it possible to take some measures to combine the students with the characters appearing in the texts, let the class-room activities signify all the activities the students may take part in outside class and the characters' activities be shadowed by them.

According to this textbook, each foreign student is given a Chinese name as soon as school begins, which is different from those commonly borne by Chinese, because it is among those special but commonly used words or expressions, such as "上中下", "前后左

右”，“上车下车”，“南方人”，and“西方人”，There are Three following purposes in such doing:

First, the foreign students may learn by heart these words in common use. They will naturally come to know and memorize the meanings of these words through repeated use since they begin to use them as soon as school begins.

Secondly, the foreign students may learn how to pronounce these words correctly. These words present to them many pronunciation difficulties because it is difficult for them to distinguish “sh” from “x”, aspirated sounds from those not aspirated and the four tones. Repeated use of these words may enable them to pronounce correctly, finding correct tongue positions, applying correct methods and distinguishing the four different pitches.

Thirdly, the foreign students correspond with the characters appearing in the texts. Because of the fact that the characters appearing in the text all bear such names, their words and deeds, and even their likeness, will naturally allude to the way the students speak and act in the classroom, thereby exciting a special interest of the students when they read the texts.

Reading such texts, the students may feel a special interest in the words and deeds of their corresponding characters in the texts, paying special attention to their distinctive characteristics. Such texts, both inspiring and attractive, give the students a novel and lively sensation. They will greatly increase their interest through reading something about their own life, thus prompting them to study hard and take an active part in the activities. At an appropriate time, these “new words” could be replaced by those that one has learned, yet still has some difficulties to memorize, in this way to help one’s memory and comprehension.

2. Lengthening the texts by increasing word frequency

We think that the texts in a Chinese textbook for the use of foreign students must serve the following purposes:

First, it help the students to study the words and sentences and have a good knowledge of their usages, collocations and sentence structures. Secondly, it provides proper sentences to be modeled after. Thirdly, it creates such situations and living conditions to reproduce the function of a language that the students feel as if they were living in them. Finally, it also helps the students to gain a good understanding of an alien culture.

Most of the current elementary Chinese textbooks for foreign students cover, when already half way through, only dozens of or nearly a hundred words. They are characterized by narrow-spaced texts, monotonous situations, cut and dried characters and awkward language. It is therefore beyond them to achieve the purposes mentioned above.

So when we were writing the texts, we increased word frequency and saw to it that they contained 4 or 5 hundred words each. In fact, some of them contain even nearly a thousand words.

Take, as an example, the text "Hello". In order to provide an opportunity to review and drill repeatedly, the text is organized by way of questions and answers between the teacher and his students. Now that each student has a different name, the object varies. In addition, the sentences that are slightly differently worded but bear the same meaning adopt different ways of questions and answers, thereby producing a sense of freshness. In this way, the text appears to be long in form and much richer in content though it is based on a small vocabulary. A long text like this promptly gives a mere beginner a sense of pride and content psychologically. Then he eagerly desires to continue his study in high spirits.

The fact that the texts are rather long and their content can be demonstrated makes it possible to give on-the-spot demonstrations. Take the text "Roll Call" as an example. The content of the text may be first demonstrated to the students separately and then ask them to study the text. Having got a good idea of the vocabulary and the sentences in the text, they are, of course, quite clear about the content. Long as the text is, they have little difficulty in reading it from beginning to end. They seem to have completed unconsciously the process of knowing and grasping the words and sentences contained in the text through frequent repetition of them.

Through practice, we have based our texts containing over 20, 000 characters on a vocabulary of merely 1282 words. The texts deal with various fields of life, such as sports, the concept of time, the formation of Chinese characters, Chinese cooking, the art of calligraphy, traditional festivals, going window-shopping at Nanjing Road, traditional Chinese medicine, buying clothes, Chinese chess, the lunar calendar and the solar calendar, and the names of the fingers. All the texts can be demonstrated on the spot. As a result, they can be either first demonstrated and then read or first read and then demonstrated. Both methods are desirable. The present textbook is to last about 20 weeks.

The Chinese language embodies Chinese culture most directly, completely and concentratedly. It can be said that mastery of the Chinese language helps one to have some knowledge of Chinese culture. Foreign students studying the Chinese language are very eager to know ancient Chinese culture. The fact that an elementary Chinese textbook for foreign students deals with some Chinese culture helps them to know China, her people and culture as soon as possible.

For example, appearing in the text "Let's Play Chess Today" are such Chinese characters as "车", "马", "炮" and "卒". If the foreign students may know their functions through playing chess, they will also get some idea of the idioms "马后炮" and "过河卒". If they can use them later in daily talk or writing, their language will not be dull, awkward or cut and dried, but lively and interesting.

We have left in the texts some blanks on purpose to be filled in class with the teacher's family name, the students' "new names", and their nationalities in order to further arouse their interest and curiosity.

3. Meeting the early beginners' need by temporarily changing phoneticization

Foreign students find it most difficult to pronounce Chinese characters. It is a teacher's important task to help them learn how to pronounce correctly and speak fluently and smoothly.

While studying a second language, an early beginner find it most difficult to pronounce from those positions his mother tongue lacks. The same is true of a foreigner studying Chinese. As a matter of fact, it is still more difficult to master Chinese, for it changes in tone. Is it possible, however, to make some fresh attempts at the phonetic teaching method? And is it possible to make some temporary changes in the Scheme for the Chinese Phonetic Alphabet to meet the need of the present teaching?

The Scheme for the Chinese Phonetic Alphabet has been devised to help Chinese to study Chinese Characters. Chinese can speak their mother tongue and have already the habit of pronouncing correctly before they learn to read and write, so there is no question of having different meanings when they study the Scheme for the Chinese phonetic Alphabet. On the other hand, things are quite different to a foreigner who is studying Chinese as a second language. As he has no notion of Chinese phonetics, he has to entirely depend on the Chinese phonetic alphabet, beginning Chinese with the phonetic alphabet. As early beginners in Chinese, foreign students usually pay attention exclusively to the phonetic alphabet, not to Chinese characters.

There are, however, in the scheme for the Chinese Phonetic Alphabet places involving different meanings liable to cause one to make mistakes. Because of this, we made in the Scheme for the Chinese Phonetic Alphabet when we wrote the textbook the following temporary changes:

First, we changed the way to teach the third tone. Traditionally, quansheng 214 is always dealt with first when the third tone is taught. The result is that foreigners, when they read Chinese characters having the third tone, always over stressed it to a ridiculous extent. Infact, the third tone often changes. It is estimated that about 70 percent of it is read as bansheng 211. Only when two third tones occur simultaneously will the first one possibly become something like the second tone 24. Quansheng 214 seldom occurs. When it does occur, it is stressed and occurs usually at the end of a sentence. In the early stage of our teaching, only bansheng is taught, and quansheng is out of touch with the students. Practice has proved that the intonation of the students taught in this way is rather natural and fluent, not affected and ridiculous any longer.

Secondly, ü remained unchanged in form when it followed j, q, x, or y. Now that ü and u are different in tongue positions and a native speaker of Chinese learning the Chinese phonetic alphabet will not read them as [təu], the omission of the two dots presents no problem. A foreign student is different in that he usually reads ü as [y] and u as [u] even if his teacher reminds him again and again that j, q, or x is followed by u, over which there are no dots, because he has no right pronunciation habit, not knowing that this syllable does not exist. Considering this, we did not omit the two dots over ü for the time being when we taught in first week's syllables beginning with j, q, x and y, such as jü, qü, xü and yü. This

change ensures that “去”[tɕʰy] will not be read as [tɕʰu] and “需”[ɕy] as [ɕu]. Foreign students frequently read [tɕʰy] as [tɕʰu] and [ɕy] as [ɕu].

This bad habit, once formed, is difficult to be got rid of. On the other hand, the omission of the two dots will surely present no problem when Chinese characters in common use have been learned by heart at the end of the early training.

Thirdly, -i following zh, ch, sh, r, z, c and s was omitted temporarily. Owing to the fact that -i and i that follow blade palatals or tentals are different in tongue positions, no Chinese will read “吃” as [tɕʰi] when he learn the Chinese phonetic alphabet so long as he knows that it should be read as a whole and -i is not pronounced. However, foreign students are different in that they often read “吃饭” as [tɕʰi fan] and “日本” as [ʒi pən]. This is simply because they read -i in isolation as i. The effective measure we took was to omit temporarily -i before these syllables. Accordingly, “老师”, “迟到”, “知道”, and “日本” are spelt as “lao sh”, “ch dao”, “zh dao” and “r ben” respectively. After the early stage of training, -i is replaced after its initial consonant with the difference between it and i stressed. Having grasping a lot of common words now, foreign students will seldom make mistakes.

The pronunciation of foreign students who are trained in this way at the early stage is rather pure and natural. With four distinct tones, they are free from common pronunciation mistakes.

4. Increasing students' interest by teaching through games

We find in teaching that foreign students of different nationalities, reces, ages and sexes all like to study Chinese in lively and pleasant games. In such atmosphere, they are quick to learn and the knowledge thus gained is both unforgettable and useful. All of them are afraid of “spoon-feeding” and learning by rote.

A student should take great pains to learn a language, and a teacher's duty is to seek a simple, lively, interesting and comprehensive formula for imparting difficult, complex and dull language knowledge so that the former will find it easy to obtain and be willing to grasp. Only in this way can the former, who is full of confidence and whose interest is aroused, will learn quickly and well.

Games are the “angel” of middle-school students, college students and “aged students”. In some sense, adults who are mere beginners in a second language can be said to be “children” who begin to learn language. Linguistically, their way of thinking is basically the same as that of children. It is man's nature to play games. Aren't various athletic sports adults' games, too? In teaching, it is of great benefit to design some games to help students memorize in a lively classroom atmosphere.

Our game “Hiding and Seeking Candies”, for example, was a great success. As soon as the students' interest was aroused. Then the teacher went out of the classroom to hide candies. In a few minutes, he came back and wrote on the board: go out of the classroom, turn right, 7 steps forward, turn left, 5 steps forward, turn right again, look up and stretch out

your hand. After that, the students were asked to go out of the classroom to seek the hidden candies. He that can find a candy shows clearly that he understands what are written on the board and deserves it. In no time, all swarmed out of the classroom and vied with each other for the candies in a lively atmosphere.

Games like this played after a tense drill in listening or a troublesome drill in correcting pronunciation tend to quiet one's nerves, relieve one's fatigue and call forth one's vigor. The words written on the board will serve to review verbs and nouns of locality. The purpose of a game is the regulation of one's body and mind. In this connection, a game is of far greater benefit than a 10-minute break between two periods. When a student resumes his class after a game, usually he is especially efficient in learning now that his body and mind has been regulated.

Every text is followed by a game. There are such games as "Guessing the Long Finger", "Looking for a friend" [a dance] and "A Wolf Is Coming" [a little drama].

A game serves as a class, a text, a drama, a situation, a drill, rules, a rest that can relieve one's nerves, an opportunity to limber oneself up, a combination of listening, speaking, reading and writing, and a harmonious communication between a teacher and his students. In short, a game has many advantages.

5. Laying a solid foundation for self study by strengthening drills in listening

Learning a language requires an all-round development in listening, speaking, reading and writing. Among them listening comes first, it being the most important of all and one's basic ability to learn a language. In a sense, listening serves as the foundation of language learning. So in teaching foreign students Chinese, listening is taught as a basic ability and training. To ensure this, we have framed some special rules of training, that is, consulting a dictionary while listening.

The Chinese phonetic alphabet enables one to write out the syllables of a word. One can find quickly a Chinese Character in a dictionary according to its pronunciation. One can, for example, find in a dictionary "热闹" according to "re nao".

For the purpose of training listening, the drills in every lesson include training in consulting a dictionary while listening. First drills are some simple words to be read by the teacher to his students who will write down their initial consonants, vowels and tones of their syllables according to spell correctly the syllables of a word. They are taught to consult "A Chinese-English Dictionary" or "A Chinese-Japanese Dictionary" they have in hand. Then they may be taught little by little to try some sentences and short texts. At this stage, they, having learned some words, can write out the Chinese characters they know directly, writing down the syllables of those they do not know. They may get the Chinese characters in a dictionary afterwards. This is an important means to strengthen students' listening ability.

We believe that dictionaries are the best teachers. So we should help our students to form the habit to consult a dictionary while listening or reading so that they will be able to