

A Handbook of Chinese Basic Forms Focused on Communication

插图漫画版

汉语交际

黄金句型



朱志平 伏学风 李晟宇 编著

一看就能懂 一学就会用

独具匠心的编排体系
丰富实用的交际练习

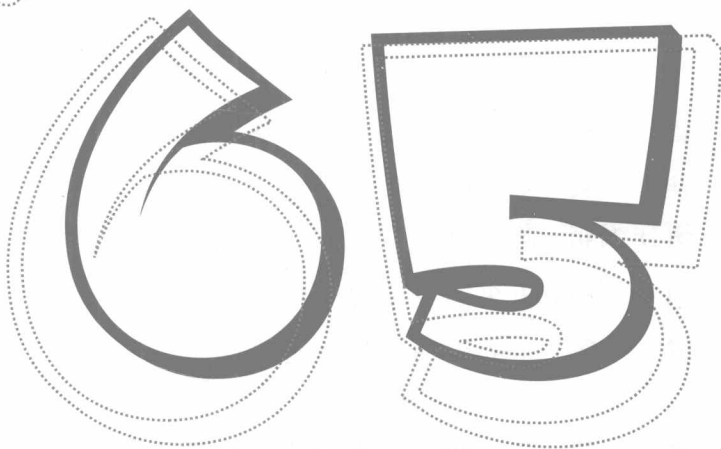
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使用说明

1. 本书的编写缘起

《汉语交际黄金句型 65》是北京师范大学汉语文化学院科研项目“话题与句型研究”的成果之一，作者都是汉语第二语言教学一线的教师。

进入 21 世纪以来，汉语第二语言教学迅速发展，随着学习者人数的急速攀升以及大量来自各种专业的教师进入汉语教学，教学一线的教师，特别是许多海外的汉语教师和刚刚走进汉语课堂的新教师都亟需一些可以直接用于日常教学设计的参考资料，广大汉语第二语言学习者也需要一定的可资自学的工具书。

作为汉语第二语言教师，我们在教学中常常发现如下问题：

比如，学习者在学习了某个语法形式以后往往不能确知在什么条件下使用，而且，由于教材课文所提供的语境有限，多数教师在短时间内也很难向学习者列举某个语法点更多的语用条件和使用情景。例如“你是学生吗”这样一个句子，既可以用于询问对方的身份，句中的“是”重读时也可以用于质询对方的身份。由于两种用法使用条件和难度不一，教材往往不会同时介绍这两种用法，当然也就很难要求教师不无遗漏地在同一堂课上去介绍它们，这就使学习者难于掌握。

再比如，学习者学习了某个语法点以后在使用时往往不能将其完整地再表达出来。比如他们可能倾向于说“我感兴趣这本书”而想不到说“我对这本书感兴趣”，这种偏误产生的原因一方面可以归之于有些学习者把“感兴趣”看做普通的及物动词，另一方面也说明，许多学习者不是把“对……感兴趣”作为一个相对完整的形式来学习的，加之汉语以单个汉字记词的特点，这种形式在句子或者语段中并不容易被学习者认知。

我们认为，上述这些问题是由几方面的原因造成的：

第一，汉语本身的特点所致。汉语缺乏形态，词语之间的关系松散，不同音节的词汇都用单个汉字来记录。这些特点使第二语言学习者面对汉语句子或语段的时候很难从中归纳出某个完整的语法形式。



第二,教材本身的局限性和课堂教学时间、空间的有限性所致。一本教材要根据教材本身的系统设计来呈现教学内容,不可能将某个语法形式的各种用法集中在同一课里介绍出来。一般来讲,课堂教学要对课文所涉及到的语言点加以说明,给出一定的适用条件和使用情景,但是由于一堂课短暂的时间以及课堂有限的语言环境,教师并不一定能将所有相关资料一次都介绍给学生。即便有可能,也会使教师备课的工作量大大增加。此外,还会无形中加大学生的学习压力,引起学习焦虑,导致语言教学的失败。

第三,第二语言教学的取向所致。作为应用语言学的一个领域,第二语言教学先后经历了侧重结构主义语言观和侧重功能主义语言观的不同时期,这形成语言教学在教学内容的设计上的两种取向:从注重以语言结构为中心走向注重以语言功能为中心。20世纪80年代以来,这种走向也影响了汉语第二语言教学,表现在教学设计和教材编写从以结构为纲安排教学逐渐转向以功能为纲安排教学。事实上,一定的语言结构跟它的语义和语用功能是相关联的,语法结构及其语义在语言的使用过程中应当是相互协调、相互平衡的。在语言教学中只重视语言结构或只关注语义或语用都会造成学习者目的语学习的不平衡状态,这也是一些“化石化”现象产生的根源。由于矫枉过正,许多纯粹以功能为纲的汉语教材跟纯粹以结构为纲的教材一样,使用起来并不理想。

第四,结构、功能、语义三者之间的关系在教学应用领域的研究不成熟。现代汉语本体研究自20世纪80年代开始强调语法研究要注重“三个平面”,这说明语言理论界已经认识到,语言结构跟语言功能以及它们所能表达的语义是相互关联的,完全忽略语义、功能,或完全摒弃结构的做法都有可能導致语言研究的偏颇。不过,如何将这种理念贯彻到语言教学中还有待语言教学工作者作进一步的应用研究。

我们认为,在汉语第二语言教学中重视句型教学,以句型带动句法语义及其语用功能的教学可以在一定程度上解决上述问题。汉语缺乏形态,词语结构松散,如果以句型形式呈现给学习者就便于他们掌握。同时,句型如果跟它所承载的语义和语用功能关联起来一起呈现给学习者就有可能事半功倍。更进一步说,对于广大的教师和学习者,如果手头有一本这样的工具书,那么,教师在备课时就更容易做到心中有数,知道“教什么”,也能确定“怎样教”;学习者在自学时也就知道“学什么”和“怎样学”。

有感于现实的需求和自己作为第二语言教师的责任,我们决定结合我们所进行的科研项目来尝试编写这本工具书。《汉语交际黄金句型65》就是这一尝试的结果。限于篇幅和研究水平,加上编写过程中也缺乏更多的可以借鉴的资料,这本小书尚不能涉及更多的汉语句型、语用功能及其使用情景,它只是把最基本的汉语语法结构以句型的方式,以功能为序,并以一定的情景为例呈现给广大读者。由于作者的

学识和水平有限,本书一定存在不少错误和问题,恭请大家批评指正。

2 《汉语交际黄金句型 65》句型的选择与句型语用功能的切分

(1) 本书句型选择的范围

全书共纳入汉语最常用的基本句型 65 个。

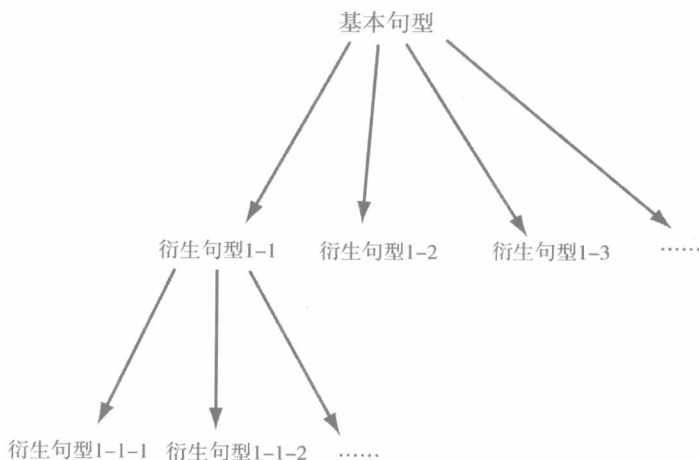
在现代汉语语法研究中有这样几个概念:句子、句类、句型。“句子是前后都有停顿并且带着一定的句调表示相对完整的意义的语言形式”(朱德熙《语法讲义》,1982, P. 21)。一般来讲,“句类”是从功能对句子的分类,比如:陈述句、疑问句、祈使句、感叹句等等。“句型”是从句子结构入手对句子所作的分类,比如“……是……”。

从方便教师和学习者的角度出发,本书对句型的选择范围要宽泛一些,不但纳入了一些最基本的句型,也纳入了一些基础阶段会涉及的结构,比如“在……上”“对……感兴趣”之类。

(2) 本书句型的层级划分

本书对句型的分类主要以结构为标记,由简到繁,依次排列,比如“……是……”作为句型 1,“是……的”则为句型 2,……,一直到句型 65。

当基本句型有细节上的变化时,我们在原句型基础上作层次划分,比如基本句型 1 下可以有衍生句型 1-1、1-2、1-3 等,一级衍生句型下又可有衍生句型 1-1-1、1-1-2、1-1-3 等。依此类推。



句型层级关系图示



(3) 本书句型语用功能的切分

本书根据每个句型所表达的常用语义确定其在语用中的功能，当表达意义不同时确定为两个语义功能。比如“……是……”作为句型 1-1 共有八个语义功能：确认某个人、确认某人的身份、确认某人的来历、确认时间、确认某个地点、确认某种具体事物、确认某件事，等等。



3. 《汉语交际黄金句型 65》句型的功能分类与编排原则

根据 65 个句型所表达的语义功能对全书句型的功能加以分类，并以功能为序编排句型，功能相近或者相关的句型编为一组，分别列举使用情景加以区别。

65 个基本句型所表达的语义功能主要分为 13 个大类。表达：询问、猜测与验证、确认、叙述、描述、描写、否定、赞同(反对)、建议、评价、比较、强调、变化等。在每个语义功能大类之下再分列次一级的功能小类。例如，询问：1. 询问时间，2. 询问地点，3. 询问数量，4. 询问性状，……。每个功能小类之下列举使用情景 1~3 个。每个功能小类之后还设有“交际练习”，教师可以用于课堂教学，学习者也可以作为参照自己练习。

全书分为两部分，前一部分以功能为序介绍 65 个句型所能表达的不同功能；后一部分以句型为序介绍每个句型所能表达的主要功能，以供使用者检索。

Instruction

1. Reasons for writing this book

“A Handbook of Chinese Basic Forms Focused on Communication” is the outcome of the “Research on topics and sentence patterns” conducted by the College of Chinese Language and Culture, Beijing Normal University. The authors of the book are all teachers of Chinese as a second language in this college.

Since the 21st century, teaching Chinese as a second language has been developing rapidly. With the increasing number of Chinese language learners and new Chinese teachers of various academic backgrounds, there emerges a great need to introduce some references which may help both the teachers with their everyday classroom teaching and the second language learners with their own learning.

As Chinese teachers working in the field of second language teaching, we often come up with the following problems:

For example, some learners have trouble in using the taught grammatical forms in proper contexts. Due to the limited examples offered by the teaching materials, most teachers feel hard to explain certain language point in terms of its pragmatic usage in different contexts. For instance, “Are you a student?” (你是学生吗?) is usually used to ask someone’s identity. However, when the stress is on “Are”(“是”), the sentence is to question this person’s identity. In view of the different difficulty levels and using conditions, most teaching materials do not introduce these two usages at the same time, which makes it unlikely for the teachers to teach them together in one lesson.

For another example, some learners have trouble in reproducing certain grammatical form after learning it. For instance, they may tend to say “我感兴趣这本书”(I interest this book) rather than “我对这本书感兴趣”(I am interested in this book). This may be



because some learners regard “感兴趣” as a simple transitive verb. In addition, this may result from the fact that many learners fail to study the phrase “对……感兴趣” as an integral structure. It is known that Chinese is characterized by individual characters, hence the difficulties for learners to notice such grammatical forms from sentences or passages.

The above mentioned issues can be explained by the following reasons:

First, Chinese language has its unique features in terms of morphology. In view of the incompact structure of words in this language, it may be hard for second language learners to find out an integral grammatical form from Chinese discourse.

Second, both classroom teaching and the teaching material itself have their limitations. A teaching material usually arranges its contents with a systematic design, and therefore is unlikely to exhaust the usages of a certain grammatical form in one unit. Generally, the teacher is supposed to explain any language point involved in the lesson and exemplify its usages in different contexts. However, owing to the limited time and language environment in class, the teacher may not be able to provide students with all relevant information. Even if possible, this requirement will largely increase the teacher's workload. Moreover, this will increase students' pressure and language anxiety as well, which may lead to unsuccessful teaching in the end.

Third, second language teaching has different focus. In the field of applied linguistics, second language teaching has experienced different developmental periods in which the structural perspective of language and the functional perspective of language plays a dominant role one after another. Accordingly, these two perspectives lead to different focus in the language curriculum design. That is to say, language teaching moves its focus from the language structure to the language function. Since the 1980s, this move has begun to influence the teaching of Chinese as a second language as well, turning the structure—based teaching design to the function—based one. Actually, a certain language structure has close relationship with its semantic meaning and pragmatic function. Focusing only on one of the above three aspects may result in unbalanced target language learning, which is also the cause of fossilization. Due to some hypercorrection, many function—based Chinese teaching materials are no better than structure—based ones in terms of their practical utility.

Four, insufficient research on the structure—function—meaning relationship has been done in the area of applied language teaching. Since the 1980s, the study on Chinese language has begun to emphasize in combining meaning and usage with

grammar. This indicates that theoretical linguists have been aware of the interrelationship of language structure and its pragmatic function and semantic meaning. However, how to apply such conception to the teaching practice will expect language teachers to conduct further applied research.

Therefore, we suggest that focusing more on sentence patterns in teaching Chinese as a second language may solve, to some extent, the above—mentioned problems, because teaching sentence patterns is likely to direct students' attention to the related syntactic features, semantic meanings and pragmatic functions at the same time. Bearing this in mind, the teachers may be more certain of "how to teach" and "what to teach"; and the learners may be more aware of "what to learn" and "how to learn".

In response to the realistic need and our responsibilities as second language teachers, we attempted to compile this handbook, based on our related research project. Owing to the limit of book length and our research level, as well as the insufficient references, this handbook only presents the most basic Chinese grammatical structures in the form of sentence patterns, sequenced by functions and exemplified in certain scenes. Despite its value, we believe that there still is room for further improvement in this book. Therefore, we sincerely welcome the readers' comments and advice on any aspect.

2. The selection of sentence patterns and the categorization of their semantic functions

(1) The selection of sentence patterns

This book contains 65 sentence patterns that are most often used in Chinese.

In modern Chinese, the research on syntax concerns the following key concepts: sentence, sentence category, and sentence pattern. Sentence is a language form which is syntactically independent, has certain intonation, and presents a relatively complete meaning (朱德熙《语法讲义》, 1982, P. 21). Sentence category is the categorization of sentences according to their functions, for example, declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence. Sentence pattern is the categorization of sentences according to their structures, for example, "...is..."(.....是.....).

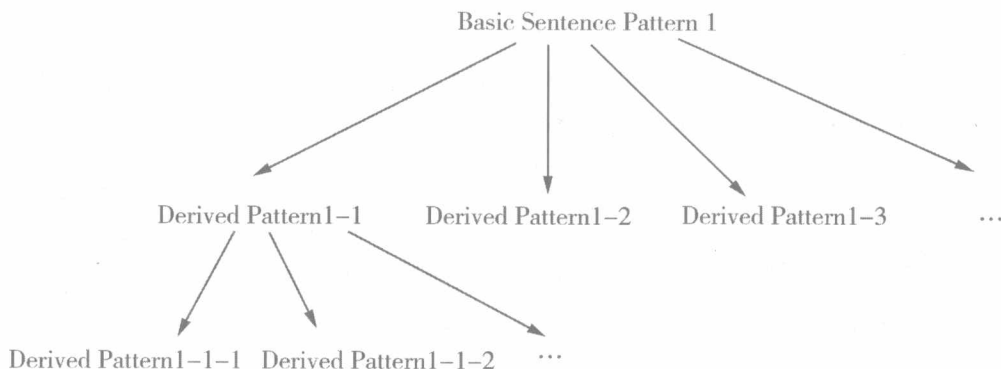


In order to make the book convenient for teachers and learners to use, we not only selected the basic sentence patterns, but also involved a few useful language structures such as “在……上” and “对……感兴趣”. In other words, the scope of our selection of the sentence patterns is fairly extensive.

(2) The categorization of sentence structures

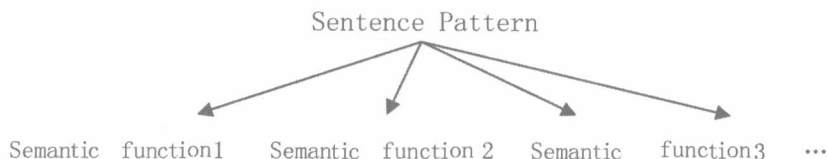
The selected sentence patterns in this book are categorized mainly by structure, from the easiest to the most complex. For example, “……是……” is Pattern 1, “是……的” is Pattern 2, and so on.

When there are some minor changes on the same structure, we make further classification. For example, “谁(哪儿、什么)是……” is the derived pattern of “……是……”, named Pattern 1-1. Accordingly, “……是……” is pattern 1 “谁是……” and “什么是……” are Pattern 1-1-1 and 1-1-2 respectively. (See the figure below)



(3) The categorization of the semantic functions of sentence patterns

As regards the individual sentence pattern, we identify its semantic functions according to the different purposes it embodies. For example, Pattern 1-1 “……是……” has eight semantic functions; confirming somebody, confirming someone’s identity, confirming time, place, and so on. (See the figure below.)



3. The categorization and arrangement of the semantic functions

The semantic functions of all the 65 sentence patterns are grouped according to their relevance, with each group being illustrated with examples in different scenes.

In general, there are 13 groups of semantic functions presented by the 65 basic sentence patterns—enquiring, guessing, confirming, narrating, describing, depicting, negating, agreeing and disagreeing, suggesting, evaluating, comparing and contrasting, emphasizing, and changing. Within every group, there are further classifications according to the contents. For example, “enquiring”: 1. enquiring time, 2. enquiring place, 3. enquiring amount, 4. enquiring state, etc. Following the illustration and examples, there are communicative practices that can be carried out both inside and outside the class.

The book has two parts. The former one goes in the sequence of functions, and the latter one in the sequence of sentence patterns.



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询问

询问的内容包括很多方面，比如：问时间、问地点、问数量、问性状、问原因、问意见、问感觉（感受）、问行为动作是否会发生、问动作涉及的对象、问动作进行的方式、问动作的主体或物品所属、问具有某种特点的人或物、问某处有何物等等。

询问内容与询问方式是交叉对应的，有时，同样的询问内容可以用不同的方式表达、同一个询问方式也常常可以表达不同的询问内容，但是，根据交际场景的不同，总会有一种最合适的询问方式对应具体的询问内容。现在分别介绍如下：

Inquiring

In Chinese language there are many sentence patterns used for making an inquiry. You can make an inquiry about various topics such as time, place, reason, number or amount, one's opinion or possession of something, the state or properties of things, or an action as well as its actor, object or manner, etc.

The functions of these patterns overlap sometimes, which means you can make the same inquiry in different ways by using different patterns, or use the same pattern of inquiring to inquire about different things. But in a certain context there is always one way more appropriate than others.

一、询问时间

询问时间时，可以考虑选用以下句型：

句型 9-1：几点（号、月）

句型 26：……哪年（个月、个星期、天）