

Advanced Chinese

Volume 1

國立編譯館主編

高級·上冊

中國語文

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橫空孤鶴渾如枝  
平生自愛凌寒雪  
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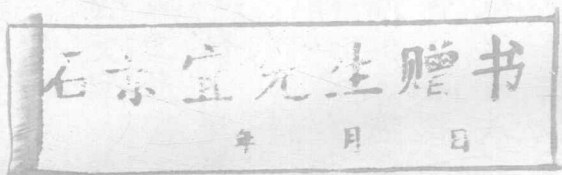
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# Advanced Chinese

(Volume 1)

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## 序

中國語文全書一套分初級上、下冊，中級上、下冊，高級上、下冊，共六冊；另每冊各附教學指引一冊，總計十二冊。本書編寫之主旨，係藉我國語言文字為溝通思想，促進文化交流之工具，增進國際人士對我國傳統文化思想之了解與認識，而達成復興中華文化之神聖使命。編寫之技巧，係以近代語言學理論為依據，參酌我國語言文字之特性及最新語言教學法之法則與程序，作有系統之編撰，同時並參考國內外中國語文教材，多方蒐集資料，去蕪存精，務使該項教材臻於完善適用。

中國語文初級上、下兩冊，以會話為主，讀、寫為輔。依據語言教學法則，聽、說、讀、寫之程序，使學生先有聽、說之能力，迨會話已略有基礎，始逐漸加強其讀、寫之練習。如此由語言而及於文字，使學生易於了解，易於接受，合乎實用本意。

初級上冊，第一至四課，為發音介紹，使學生能正確了解中國語音發音接位與方法，熟習中國國音符號讀音或拼音法，先奠定良好發音基礎，始易於接受語言訓練。

自第五課起，即依照中國語法原則，編列會話課程，介紹各種句型，使學生接受會話練習。

自第十一課起，介紹中國字讀、寫課程，旨在求學生對中國字之讀認及寫法均能正確掌握，而非書法及文字學之講解；讀寫中國字部分，初級上冊共介紹320個。

### 本書內容特點：

中國語文初級分上、下兩冊，每一冊列有十四個單元。（每一單元，相當於一課。）每一單元內依序列有：（一）綱要及插圖，（二）對話（課文），（三）生字介紹及例句，（四）句子構造及練習，（五）導談，（六）注釋，（七）寫中國字等七部分，其特點簡介於後：

（一）綱要及插圖：每課首頁之綱要，簡單扼要，列出該課內容主題及語法提要，使學生在學習該課前即已有輪廓概念，俟學習時較易領會。插圖之運用，可加強學生對課文內容之想像力；各國語言文字雖異，但對圖畫辨認感受却一致，圖畫中的事物，可幫助其了解、記憶，同時美觀之圖畫，亦可提高學習者興趣，收圖文並茂之效，每課插圖，將另製放大掛圖，以為輔助教具之用。

（二）對話（課文）：以中國文字為主，旁注國音符號，下列羅馬拼音，詞句求其通俗實用，合乎語法要求，每句列有英文譯意於另頁對照之。

例：（初級本上冊）

P.55	P.56
<p>早，你好嗎？ Dǎo nǐ hǎo ma?</p>	<p>Good morning, how are you?</p>

(三) 生字：依在該課出現之詞性分類列出，除有英文譯解外，並列有例句，使學生易於了解用法。每課生字以不超過三十個為原則（約在二十至三十之間）。

例：形容詞 Adjectives (Adj.)

忙	máng	be busy
你	nǐ	嗎？
Are	you	busy?

(四) 句子構造及練習：依據國語語法原則，有計畫的逐漸介紹各種句型；採用近代最新語言教學方法，列出各種練習方式，使學生對會話練習，由了解而達於運用嫻熟之地步。

1. 複述法 (Repetition Drill)：依據語法結構列出基本句型，教員即可帶領學生逐句練習。

例：主詞      動詞      受詞

我      買      中國書。

你      看      中國報。

你們      賣      錶。

他      要      筆。

## 2. 代換練習法 (Substitution Drill) : 教員利用某一句型及例句，帶領學生練習後，再給予學生另一與例句中詞性相同之詞，由學生將該詞代入例句中適當部位，成為一完整之新句。

例：      主詞      動詞      受詞

教員：(帶讀)      我      有      書。

教員：(領讀例句後，再提出一新詞)      筆

學生：      我      有      筆。

教員：      買

學生：      我      買      筆。

## 3. 變換練習法 (Transformation Drill) : 教員利用某種句型之例句，帶領學生練習後，再令學生利用例句中詞之變換，成另一種不同句型之句子，其原義通常不變，間或有敘述句變成疑問句者。此種練習，可使學生依其言語習慣之不同，而運用自如。

領學生練習後，再令學生利用例句中詞之變換，成另一種不同句型之句子，其原義通常不變，間或有敘述句變成疑問句者。此種練習，可使學生依其言語習慣之不同，而運用自如。

例：教員：你看報嗎？

學生：你看報不看？

4. 問答句型練習 (Response Drill)：依照句型把問句答句同時列出，由於此種加強練習方式，可使學生對問答兩方面句子之應用，因為反覆練習，更趨純熟。

例：你看報了嗎？ 還沒呢。

什麼筆貴？什麼筆便宜？ 鋼筆貴，粉筆便宜。

5. 問答 (Question and Answer)：此種練習方法，為列出與本課內容詞彙有關之問句若干，由教員提出，學生可依自己意思回答。此種會話練習，已使學生由學習而達於實用階段。

6. 流利練習：(Fluency Drill)：語言表達，除用詞及語法句型正確外，更應求其流暢自然方為上乘，如遇有繁長句子，即應用此種方法練習。用重疊累積方法，由簡而繁，練習久之，自然流利。

例：

飯

中國飯

吃中國飯

愛吃中國飯

很愛吃中國飯

都很愛吃中國飯

我們部很愛吃中國飯。

### (五)

導談

(Guided Conversation)

：每課完成後，學生應利用所學詞彙、句型，相互交談，練習會話，或自行敘述簡單之情況。每課導談均列有提示綱要，作為話題。教員當學生練習會話時，把學生發音及句子構造錯誤用筆錄下（必要時用錄音機），加以改正，並盡量予學生發揮機會，鼓勵學生多說。

### (六)

注釋

(Notes)

：為減少學習時對我國語言文法上之困難，故每課均有注釋，將該課所學有關之特殊詞字之應用，及文法句型結構，舉例作簡單扼要之中英文說明，務使學生徹底了解我國語言之特性，以利於學習。此文法注釋，悉參照中外學者所著有關中國文法書籍，並經審慎研究、實驗、討論後，始決定之結論。

### (七)

寫中國字

(Writing Chinese Characters)

：外籍學生學習中國語言稍具基

礎，即應學習中國字，進而使之能閱讀中國書籍。中國語文初級上冊自第十一課起，即增列寫中國字部分，由簡而繁，逐漸增加之。茲簡介如下：

1. 生字

(Vocabulary)

：列有生字表，使學生能辨認字形，並了解字義。

2. 生字筆順 (Stroke-Orders)：參照中國國民小學國語科生字筆順指導所列，使學生學習寫字時，能依照中國字之筆畫順序書寫。

3. 讀讀看 (Reading Practice)：引用生字構成句子或簡短故事，使學生讀認。

4. 作業 (Assignment)：每課均有寫字及認字作業，使學生勤於練習，讀寫均能流利。

本書使用國語注音符號及羅馬拼音之說明：

本書初級本上、下二冊，以漢字為主，但為適於各不同語系國家學生，易於學習起見，除在漢字旁注以國語注音符號外，另在漢字下注以羅馬拼音。蓋自第二次世界大戰後，耶魯羅馬拼音式為歐美各國普遍應用，歐美外籍學生學習中國語文，在初學階段憑藉羅馬拼音，可協助學生練習發音及幫助認讀漢字，如此可減除初學者必須再認識一種新的國音注音符號之負擔，此將有助於教學實效。若對東方國家，如日、韓學生，則以用國語注音符號為宜。

本書初級上、下冊課文及句子構造練習，完全注有羅馬拼音及國語注音符號，初級在上冊後四課及下冊全書，均有漢字書寫及讀認之練習；因此中、高級本除生字外，羅馬拼音即將全部取消。在中級階段學生已奠定發音之良好基礎，此時以注音符號代替羅馬拼音，協助認讀，學生易於接受，對教學言之，亦大有裨益，不但可提高學生學習興趣及效果，對我國之國語注音符號之實用

價值亦益為增高。

何景賢識

民國六十年一月一日於臺北

## PREFACE

The complete set for the Chinese language contains a total of 12 volumes, two volumes for each of the elementary, intermediate and advanced levels of study, and a teacher's manual to accompany each of these six volumes. The purpose of this set of books is to promote the use of the Chinese language and characters as a vehicle for better communication and the interflow of cultures, and to acquaint people in the world with the Chinese national heritage, thereby bringing into realization the sacred mission of reviving our civilization. The techniques used in editing and preparing this set of books are based on modern linguistic principles. In the process we also took into consideration the characteristics of the Chinese language, the most up-to-date principles and procedures of the teaching science, and the instructional materials of the Chinese language already available both at home and abroad. In order to make this publication series of comprehensive and practical interest, our efforts of collection have been at once extensive, searching and selective.

The two volumes of Elementary Chinese treat primarily conversation, while reading and writing are supplementary. Following the hear-speak-read-write instructional procedure, the student is assured first of the ability to hear and speak. As soon as he has achieved a modest background in conversation, his drills in reading and writing are gradually increased. In this way the instruction shifts from the spoken language to the written. This format for learning the Chinese language is easier for the student in that it is more realistic for him to begin the necessarily long study of written Chinese only after he has a practical understanding of grammar through his study of spoken Chinese.

We believe a well laid foundation in pronunciation is essential for effective foreign language teaching. Lessons one through four in the first of the two elementary volumes give an account of pro-

nunciation. This will introduce the students to the mechanics of speech the rules of pronunciation, and the national phonetic alphabet or the rules of spelling in Yale romanization.

From lesson 11 onward the book introduces the reading and writing of Chinese characters so that the students may become acquainted with Chinese writing. The vocabulary for writing and reading contained in the two elementary volumes totals 320 words.

Features of the two elementary volumes deserve special discussion. Each volume contains 14 units; each unit equals one lesson. The average unit includes:

1) Outline and diagram. 2) Dialogue (the text). 3) Vocabulary and model sentences. 4) Sentence structure and drills. 5) Guided conversation. 6) Notes on grammar. 7) Writing of Chinese characters.

(1) Outline and diagram: The outline on the first page of each lesson enumerates briefly the lesson's theme and thus provides the student with a clear introduction to the lesson. The use of pictures inspires the student's imagination. The main object in including pictures and diagrams, however is that they are excellent visual aids which help the student to understand better and at the same time increases the student's interest.

(2) Dialogue (the text): Each dialogue uses Chinese characters with the Mandarin phonetic pronunciation given to one side and Yale romanization below. In order to meet the requirements of grammar, care has been taken to make the phrases and sentences colloquial and practical. For each sentence an English interpretation is given for comparison on a separate page.

For example: (See: Elementary Chinese Volume I)

P. 55

P. 56

早<sup>ㄅㄠˇ</sup>, 你<sup>ㄧ</sup>好<sup>ㄏㄠˇ</sup>嗎<sup>ㄇㄚˊ</sup>?

Dzǎu, nǐ hǎo ma?

Good morning, how are you?

(3) Vocabulary: Vocabulary is listed according to the part of speech as used in the dialogue. To give the student

a better understanding of usage, model sentences are listed in addition to an English explanation. As a rule new vocabulary in each lesson will not exceed 30 words, with an average of 25-30.

For example: Adjectives (Adj.)

mǎng                      be busy  
Nǐ mǎng ma?      Are you busy?

- (4) Sentence structure and drills: Based on the rules of the Chinese Mandarin grammar, various sentences are introduced methodically and gradually. Through the usage of the most up-to-date teaching methods, a variety of drills based on grammar is employed to insure that the student practices thoroughly the patterns and vocabulary introduced.

a. Repetition drills:

The student repeats each given pattern sentence after the teacher.

Examples of pattern sentences:

Subject	Verb	Object
Wǒ	mǎi	Jūnggwó shū.
I	buy	Chinese books.
Nǐ	kàn	Jūnggwó bàu.
You	read	Chinese newspapers.
Nǐmen	mài	byǎu.
You	sell	watches.
Tā	yào	bǐ.
He	wants	pens.

b. Substitution drill:

After introducing pattern sentences and structures, model sentences using interchangeable phrases are also given. Then, the student substitutes new phrases for those in the model sentence, and thus completes a new sentence.

For example:

	Subject	Verb	Object
Model sentence:	Wǒ	yǒu	shū.

Teacher: (after reading the model sentence, the teacher introduces a new phrase.)

Student:           Wǒ           yǒu           bǐ pens.  
                      I           have           pens.

Teacher:                   mǎi           buy  
Student:           Wǒ           mǎi           bǐ.  
                      I           buy           pens.

c. Transformation drill:

After finishing the above drill with the student, the teacher tells the student to transform the model sentence into a sentence of a different pattern. Normally, the original thought will remain unchanged. Sometimes, it may be necessary to turn a declarative sentence into an interrogative sentence. This drill requires the student to think quickly using structures often different from his native language.

For example: Teacher:

Nǐ kàn bào ma?  
Do you read newspaper?

Student:

Nǐ kàn bào bú kàn?  
Do you read the newspaper or not?

d. Response drill:

Questions and answers are listed simultaneously according to the given sentence pattern. This type of intensive drill enables the student to master dialogue sentences through repetition.

For example:

Nǐ kàn bàule ma?           Hái méi ne.

Have you read the paper?   Not yet.

Shénma bǐ gwèi? Shénma   Gāngbǐ gwèi, fěnbǐ pyányí.  
bǐ pyányí?

Which pen is expensive?   The fountain pen is expensive;  
which pen is cheap?       chalk is cheap.

e. Question and answer: In this drill, questions are posed by the teacher who uses the vocabulary of the lesson. The student may answer them as he wishes. This type of conversation drill will help the student to enter a new stage of learning practice emphasizing comprehension.

f. Fluency drill (expansion drill): Apart from grammatical proficiency, the student should also have spoken fluency with the language. This drill has proven quite effective in improving fluency.

For example:

	fàn	food
	Jūnggwó fàn	Chinese food
	chī Jūnggwó fàn	eat Chinese food
	ài chī Jūnggwó fàn	love to eat Chinese food
	hěn ài chī Jūnggwó fàn	love very much to eat Chinese food
dōu hěn ài chī Jūnggwó fàn		all love very much to eat Chinese food
Wǒmen dōu hěn ài chī Jūnggwó fàn.		We all love very much to eat Chinese food.

(5) Guided conversation: At the end of each lesson the student may use the new vocabulary and sentence patterns for conversation, or he may give a simple narration of his own, if he so desires. Under each lesson an outline of the guided conversation is given which may be used as the basis of free conversation. At the time of the conversation, the teacher should note any mistakes and correct the students later. Sometimes, it may be necessary for the teacher to use a tape recorder. The student should be encouraged to talk.

(6) Notes: In an effort to help the student in areas of difficulty, notes are prepared for each lesson. These notes will illustrate grammar and sentence structure related to the lesson. They will also enable the student to understand thoroughly the basic rules of the language,

and thus lay a good grammatical foundation. Grammatical notes are prepared from reliable references.

(7) Writing Chinese characters: It will be quite helpful for a student to learn the Chinese characters after he has achieved some proficiency in speaking. From lesson 11 of the first elementary volume onward the writing of Chinese characters is included.

- a. Vocabulary: A list of new character vocabulary is added to help the student distinguish the forms of characters, and understand their meanings.
- b. Stroke-order: By learning the stroke-order adopted by our elementary schools, a foreign student can learn to write characters with greater ease.
- c. Reading and recognition drill: Drills on reading and recognizing Chinese characters are included in each lesson from the eleventh on. This will help the student to master both reading and writing of Chinese characters.

A final note on the use of romanization and the Chinese Mandarin phonetic alphabet for instructional materials of the Chinese languages is necessary. The two elementary volumes use predominantly Chinese characters. However, in order to make the learning easier for foreign students, romanization is listed below and the Mandarin phonetic alphabet to the side of the character. Since World War II, the Yale romanization system has been favorably accepted in various countries in Europe and America. For students native to these areas, the Yale romanization system proves to be of great help in the initial stage of learning Chinese. For oriental students, especially those from Korea and Japan, it is advisable to use the Mandarin phonetic alphabet. The intermediate and advanced instructional volumes use no romanization except in the vocabulary columns. This method not only increases the students' interest in learning but also brings satisfactory results.

Ho Ching-hsien

January 1, 1971  
Taipei, R. O. C.