

对外汉语短期组合式教材

相会在

MEETING IN
CHINA

中国



实用汉语入门复练课本

Practical Chinese: An Elementary Workbook

邓恩明 主编



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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Practical Chinese: An Elementary Workbook

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说 明

《相会在中国》是供外国人在其本国以外环境中学习汉语使用的教材。本套教材采用“组装式”。入门阶段横向有“入门课本”“入门复练课本”和“汉字练习本”。这阶段的各课本均为10课,主要讲授汉语语音及最基本的汉字知识,进行初步简单交际训练。在入门阶段之上编写了初级阶段的口语、听力、读写三种平行课本(各30课),形成了同一阶段的横向组装和不同阶段的纵向组装。这套组装教材的长处有如下几点:

一、语料量大,可增加已知信息的输入量,有利于学生习得能力的发挥。横向组装的各课本的语言点和词语基本重合,生词的重合率在70%左右,而课文内容却迥然有别。这样可以保证在不同技能课本中,有大量已知信息的重现,学习者通过不同的课型,可以综合提高交际能力。

二、能抓住各语言要素和各项言语技能进行集中有效的训练。“口语课本”是本套教材的核心,学习者通过学习会话及成段课文,可以掌握汉语基本语法,从而提高会话能力。“听力课本”以功能项目为线索,组织对话体课文,集中培养学习者听汉语的能力,同时伴以说话能力的提高。“读写课本”从汉字结构入手,突出汉字部件教学,使学习者逐渐掌握部件组合汉字的规律,以认字、用字为基础,进行认读句、段的训练并逐步提高写作能力。这样,听、说、读、写四项技能既分项集中训练,又兼而发挥技能之间的关联和促进作用。

三、使用上具有灵活性。各种课本之间有着内在的联系,可以按不同技能进行教学,结合在一起又可达到综合教学的目的。因此在学校的教学中,可以依照不同阶段、不同课型使用全套教材。考虑到国外各地教学体制不同以及学习者的个性要求,不同技能的课本之间又各自保持相对的独立性,学习者可选用某一种课本循序渐进地学习。即便是“入门课本”,也可单独使用,满足短期学习者(如到中国作短期旅游者)对汉语“浅尝辄止”的要求。

以上几点是我们编写之初对这套“组装式”教材的设想,也是我们在编写过程中始终追求的目标,敬请读者提出宝贵意见,以利于今后改进。

本套教材在成书过程中曾得到北京语言大学领导的关怀和专家们的指教,全书的英文翻译由何昕晖女士完成,熊文华教授审阅部分译稿,金惠宁女士参加了前期的部分工作,在此一并致谢。

编 者

Introduction

Meeting in China is a series of course books for foreigners who study Chinese outside their native countries. This series of books is composed of a horizontal organization and a vertical one. In the horizontal line of the beginning stage there are *An Elementary Course*, *An Elementary Workbook*, and *An Elementary Workbook on Chinese Characters*. Each of them consists of 10 lessons. They mainly deal with the phonetics of the Chinese language, basics of Chinese characters and the simple everyday communication drills. In the vertical line of the series there are three parallel textbooks of the spoken Chinese, Listening Comprehension, and Reading and Writing, which are of a higher level. (Each of them contains 30 lessons), thus forming the horizontal and vertical lines of the same and different stages. This series of teaching materials has the following advantages:

1. Large language corpora. The corpora add to the learners' input of given information, which is to the advantage of the demonstration of their acquired knowledge. The language focal points and the words and expressions are basically identical in the various textbooks. The coincidence rate of the vocabulary amounts to 70 percent, but the contents of the texts are diametrically different. Such an arrangement guarantees a high frequency of reoccurrence of the given information in the textbooks of different language skills, enabling the learners to improve their comprehensive communicative ability.

2. Efficient practice. The fundamental language elements and various language skills have been lumped together for intensive practice. The oral textbook is the core of the series. It is intended for the learners, through dialogues and texts, to understand the basic grammar and thereby upgrade their ability in oral communication. The listening textbook is based on the functional items of the language. Conversational texts are designed to train the learners' listening ability, and in part, to improve their speaking ability. The Reading and Writing textbook starts from the structure of Chinese characters, with its focus on the teaching of their parts. The learners are supposed to understand the rules of constructing the Chinese characters through the composition of parts. After the learners

can recognize and use words, they are prepared to read sentences and then paragraphs. Composition writing is also gradually introduced. In this way, the skills of listening, speaking, reading and writing are independently practiced and they interact to improve each other.

3. Flexibility. Each of the texts can be taught independently on the basis of the related language skills, and if combined, they can achieve the purpose of the comprehensive teaching. So this series can be used according to the different stages and types of texts. Considering the different foreign teaching systems and the individual requirements of the learners, the textbooks are, in a sense, independent of each other. The learners can select any of them and proceed step by step. Even the preliminary textbooks can be used independently, so that the short-term learners (like the travelers who make a short-term trip to China) can take the advantage of the books to satisfy their needs of obtaining a little knowledge about Chinese.

Mentioned above are our initial considerations for the assembled series of the textbooks and they are also the objectives we try to achieve in the course of compilation. The readers' suggestions for improvement will be appreciated.

We would like to express our heart-felt thanks to the leaders and experts of Beijing Language and Culture University for their instructions. Our thanks also go to He Xinhui, who did the translation; Prof. Xiong Wenhua, who checked and approved part of the translation; and Ms. Jin Huining, who took part in the early job.

Compilers

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第一课 Lesson 1

语音练习 Phonetic Drills

一、辨音辨调练习 Drills in distinguishing the sounds and tones:

1. 声母辨别练习 Drills in distinguishing the initials:

(1) bà (2) bō (3) mù (4) mā (5) bù (6) bǐ
pà pō fù fā pù pǐ

2. 韵母辨别练习 Drills in distinguishing the finals:

(1) fā (2) mù (3) pá (4) bā (5) pō (6) fó
fū mà pó bō pū fú

3. 声调辨别练习 Drills in distinguishing the tones:

(1) bā (八) (2) ér (儿) (3) mù (木) (4) mā (妈)
bà (爸) èr (二) mǔ (母) mǎ (马 horse)

二、声调组合练习 Drills in the combinations of tones:

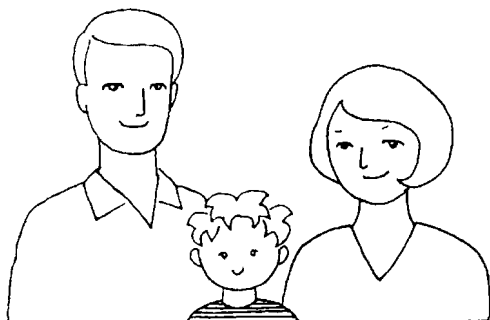
1. māma 2. bàba 3. fùmǔ 4. fúwù
5. yīfu 6. bófu 7. bómǔ 8. mǎbù

课文 Text

一、读出下列数字 Say the numbers in Chinese:

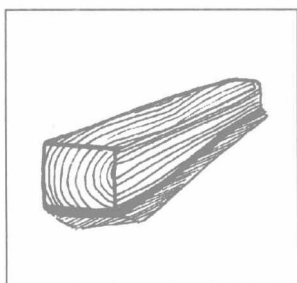
1 2 5 8

二、看图认人 Tell who is who:



1. _____ 2. _____ 3. _____

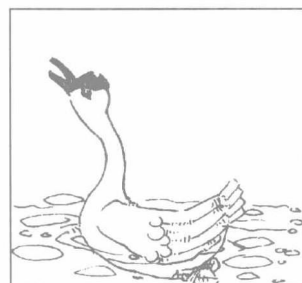
三、看图认物 Name the objects in Chinese:



1. _____



2. _____



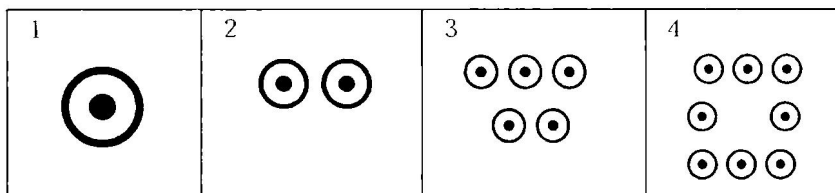
3. _____

汉字 The Chinese Characters

一、连线 Draw a line between each pair of the items that match:

一	mù	八	mā
二	ér	父	fù
儿	yī	母	bó
木	wǔ	爸	bà
米	mǐ	妈	mǔ
五	èr	伯	bā

二、看图写词语 Write out one character according to each picture:



1. _____ 2. _____ 3. _____ 4. _____

三、根据拼音写汉字 Write the characters according to the pinyin:

1. bà 2. mā 3. bó 4. fù 5. mǔ

第二课 Lesson 2

语音练习 Phonetic Drills

一、辨音辨调练习 Drills in distinguishing the sounds and tones:

1. 声母辨别练习 Drills in distinguishing the initials:

- | | | | |
|------------|-------------|-------------|------------|
| (1) fúwù | (2) hǎohē | (3) hěn hǎo | (4) gāokǎo |
| fùmǔ | hàokè | hěn gāo | gǎohǎo |
| (5) hēibǎn | (6) kāi kǒu | (7) gǎigé | (8) bànfǎ |
| fēipán | gǎi kǒu | kǎigē | fàn fǎ |

2. 韵母辨别练习 Drills in distinguishing the finals:

- | | | | |
|------------|------------|-----------|-----------|
| (1) kāifàn | (2) fēnfù | (3) bùmǎn | (4) mǐfàn |
| kāifàng | fēngfù | bù máng | máfan |
| (5) fāngfǎ | (6) fǎngfú | (7) pùbù | (8) mófàn |
| fàn fǎ | fǎnfù | pòbù | mófǎng |

3. 声调辨别练习 Drills in distinguishing the tones:

- | | | | |
|-----------|------------|------------|-------------|
| (1) gēge | (2) gāodī | (3) háomài | (4) hàomǎ |
| gègè | gāodì | hàomài | hǎo ma |
| (5) máoyī | (6) gàn bù | (7) mófǎng | (8) hěn mǎn |
| màoyì | gānbù | mófāng | hěn màn |

二、声调组合练习 Drills in the combinations of tones:

- | | | | | |
|--------|--------|--------|-------|-------|
| kāfēi | ānpái | gāngbǐ | fānyì | gēge |
| fángwū | ménkǒu | bófù | máfan | gǎigé |
| kěyǐ | gǎnmào | bànfǎ | gànbù | būfen |

三、给下列汉字注音 Give the *pinyin* for the characters below:

- | | |
|-----------|-----------|
| 1. 忙_____ | 2. 喝_____ |
| 3. 妹_____ | 4. 啡_____ |
| 5. 杯_____ | 6. 很_____ |
| 7. 更_____ | 8. 吗_____ |

课 文 Text

一、听录音填词，然后朗读：

Write out the characters according to the recording, then read aloud:

1. Bàba hěn _____.
2. Bófù _____ máng.
3. Māma bù hē _____.
4. Mèimei hěn _____.
5. Bómǔ _____ kāfēi ma?

二、听录音填句子，然后朗读：

Write out the sentences according to the recording, then read aloud:

1. A: Bàba máng ma?
B: _____.
A: Māma máng ma?
B: _____.
2. A: Bàba, hē kāfēi ma?
B: Hǎo, _____.
A: Gēge _____?
C: Bù hē.

三、听录音，选择正确答案：

Choose the right answers according to the recording:

1. (1) A. Gēge bù hǎo. B. Gēge hěn hǎo. C. Gēge bù hěn hǎo.
(2) A. Bàba gèng máng. B. Bàba bù máng. C. Bàba hěn máng.
2. (1) A. Bófù hē kāfēi. B. Bófù bù hē kāfēi. C. Bófù hē yì bēi kāfēi.
(2) A. Bómǔ hē kāfēi. B. Bómǔ bù hē kāfēi. C. Bómǔ hěn máng.

四、会话练习 Drills in dialogues:

1. 替换练习 Substitution drills:

- (1) A: Bàba máng ma?

hǎo

B: Hěn máng.

(2) A: Māma, hē kāfēi ma?

Bàba
Bófù
Bómǔ
Gēge

B: Hǎo, hē yì bēi.

2. 补充会话 Supplementary dialogues:

(1) A: Māma máng ma?

B: _____.

A: Bàba máng ma?

B: _____.

(2) A: _____?

B: Hěn máng.

A: _____?

B: Bàba gèng máng.

(3) A: Māma, hē kāfēi ma?

B: _____.

A: Bàba hē ma?

C: _____.

(4) A: _____?

B: Hǎo, hē yì bēi.

A: _____?

C: Bù hē.

汉字 The Chinese Characters

一、连线 Draw a line between each pair of the items that match:

妹	máng
哥	hěn
忙	mèi
很	gē
更	mén
门	gèng

好	hē
不	hǎo
开	ma
喝	kāi
吗	bù

二、读下列词语 Read out the phrases below:

爸爸	妈妈	哥哥	妹妹	伯父	伯母
很忙	不忙	更忙	很好	不好	更好
开门	不开门	喝咖啡	一杯咖啡		

三、根据拼音，用下列部件组字：

Make up characters with the following components according to the *pinyin* :

- 女 马 未 子
mèi _____ hǎo _____ mā _____
- 不 木 3. 亻 亡 4. 彳 艮
bēi _____ máng _____ hěn _____
- 可 可 6. 口 马
gē _____ ma _____

四、根据拼音，将下列汉字组成句子：

Make up sentences with the characters below according to the *pinyin* :

- Māma hěn hǎo. 好 妈 很 妈
_____。
- Bàba gèng máng. 爸 更 忙 爸
_____。
- Bófù bù kāi mén. 不 父 门 伯 开
_____。
- Bómǔ, hē kāfēi ma? 啡 伯 喝 吗 母 咖
_____?

第三课 Lesson 3

语音练习 Phonetic Drills

一、辨音辨调练习 Drills in distinguishing the sounds and tones:

1. 声母辨别练习 Drills in distinguishing the initials:

- | | | | |
|-----------|-------------|------------|-------------|
| (1) dàlóu | (2) yí biàn | (3) diàntī | (4) liúniàn |
| tǎlóu | yí piàn | diǎndī | liúliàn |
| (5) mónǐ | (6) fǔdǎo | (7) pīpíng | (8) hútu |
| móli | pútao | bìbìng | gūdú |

2. 韵母辨别练习 Drills in distinguishing the finals:

- | | | | |
|-------------|-------------|-------------|-------------|
| (1) biǎoyǎn | (2) yínháng | (3) tóuténg | (4) liúluò |
| biǎoyáng | yínhán | tōutíng | liù lóu |
| (5) nánguò | (6) pāntán | (7) dào tóu | (8) yí biàn |
| nénggòu | pántáo | diàotóu | yíbàn |

3. 声调辨别练习 Drills in distinguishing the tones:

- | | | | |
|----------|------------|---------------|-------------|
| (1) nǚlì | (2) dìfang | (3) diàn dēng | (4) gǎibiàn |
| núli | dīfáng | diǎndēng | gǎibiān |
| (5) nǎli | (6) dìdao | (7) méiyóu | (8) bàodào |
| nàli | dìdào | méiyóu | bàodǎo |

二、给下列汉字注音 Give *pinyin* for the following characters:

- | | |
|------------|------------|
| 1. 有 _____ | 2. 您 _____ |
| 3. 影 _____ | 4. 你 _____ |
| 5. 两 _____ | 6. 看 _____ |
| 7. 点 _____ | 8. 票 _____ |

三、声调组合练习 Drills in the combinations of tones:

- | | | | | |
|----------|----------|----------|----------|-----------|
| gānkū | kāi mén | fāngfǎ | fāngbiàn | gūniang |
| míngtiān | míngnián | niúnnǎi | fúwù | péngyou |
| kǎigē | kěnéng | lǐngdǎo | gǎibiàn | nǐmen |
| miànbāo | miàntiáo | diànyǐng | fàndiàn | piàoliang |

四、三声变调练习 Drills in the changes of the third tone:

1. 第三声 + 第一声/第二声/第四声/轻声:

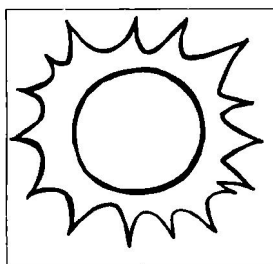
the 3rd tone + the 1st tone / the 2nd tone / the 4th tone / the neutral tone:

- | | | | |
|---------------|------------|---------------|--------------|
| (1) běibiān | (2) dǎjī | (3) lěngfēng | (4) lǐbiān |
| (5) běnlái | (6) dǐdá | (7) gǎigé | (8) dǔbó |
| (9) bǐngbào | (10) bǎibù | (11) dǎnliàng | (12) dǎng lù |
| (13) dēngdài | (14) fǔbài | (15) fǒudìng | (16) gǎnmào |
| (17) liǎnmiàn | (18) nǚlì | (19) gǔpiào | (20) nǎonù |

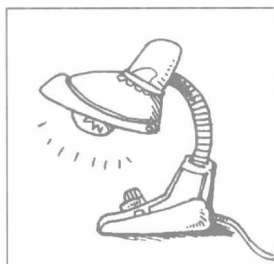
2. 第三声 + 第三声 the 3rd tone + the 3rd tone:

- | | | | |
|------------|-------------|---------------|-------------|
| (1) dǎ bǎ | (2) bǎomǎn | (3) hěn hǎo | (4) hěn měi |
| (5) kěyǐ | (6) kǔguǒ | (7) lǐngdǎo | (8) lǔmǎng |
| (9) nǐ hǎo | (10) měihǎo | (11) miǎobiǎo | (12) mǐngǎn |

五、看图学词语 Learn phrases with the pictures:



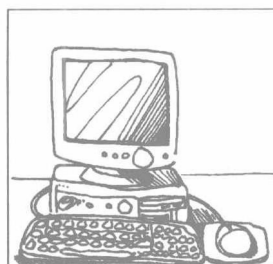
1. tàiyáng



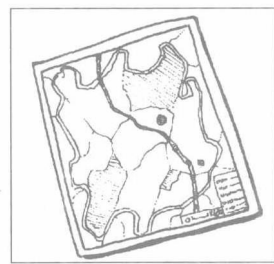
2. táidēng



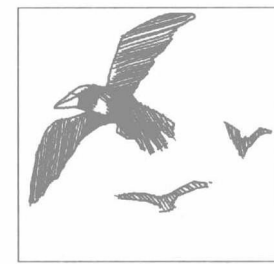
3. gāngbǐ



4. diànnǎo



5. dìtú



6. niǎo

课文 Text

一、听录音填词，然后朗读：

Write out the characters according to the recording, then read aloud:

1. _____ hē kāfēi.
2. Nǐ kàn _____ ma?
3. Nǐ _____ mèimei ma?
4. Māma _____ kàn diànyǐng.
5. Gēge yǒu liǎng diǎn de _____.

二、听录音，选择正确答案：

Choose the right answers according to the recording:

1. (1) A. Tā hěn máng. B. Tā bù máng. C. Tā hěn hǎo.
(2) A. Tā bù máng. B. Tā gèng máng. C. Tā hěn máng.
2. (1) A. Tā bú kàn. B. Tā hē kāfēi.
C. Tā kàn diànyǐng. D. Tā yǒu piào.
(2) A. Tā yě kàn. B. Tā hěn máng.
C. Tā bú kàn. D. Tā bù hē kāfēi.

三、听录音，补充会话 Listen and complete the dialogues:

1. A: Bómǔ, nín hǎo! _____!
B、C: Nǐ hǎo!
2. A: Gēge, _____?
B: Kàn. Yǒu piào ma?
A: _____.
B: Bàba kàn ma?
A: _____.
3. A: Māma, hē kāfēi ma?
B: _____.
A: Gēge hē ma?
C: _____.