

中國國家漢辦  
規劃教材



北京高等教育精品教材

新實用漢語課本

NEW  
PRACTICAL  
CHINESE  
READER  
TEXTBOOK

課本 (繁體版)

劉珣◎主編

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中國國家漢語國際推廣領導小組辦公室規劃教材  
Project of NOTCFL of the People's Republic of China

# NEW PRACTICAL CHINESE READER

Textbook

## 新實用漢語課本

(課本)

1

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## 前 言

《新實用漢語課本》是新世紀之初,我們為以英語為母語或媒介語的學習者學習漢語而編寫的一套新教材。本教材的目的是通過語言結構、語言功能與相關文化知識的學習和聽說讀寫技能訓練,逐步培養學習者運用漢語進行交際的能力。全書共六冊 70 課,前四冊為初級和中級以前階段,共 50 課;後兩冊為中級階段,共 20 課。海外專修或選修中文的學習者可用作一至三年級聽說讀寫綜合教學的漢語教材,基本上每周學一課,每學期用一冊書;也可以作為學習者的自學教材。每冊書均配有《綜合練習冊》和《教師手冊》及錄音帶、光盤。

### 為甚麼叫《新實用漢語課本》

本書之所以起名為《新實用漢語課本》,是因為我們希望能繼承原《實用漢語課本》深受使用者歡迎、並經過時間考驗的一些主要特點,但它又是一本全新的教材。《實用漢語課本》是 1981 年開始陸續出版的。20 年來這套教材一直得到世界各地的漢語教師和漢語學習者的支持與關愛。書中的主人公古波、帕蘭卡和丁雲等,伴隨了一屆又一屆的各國漢語學習者度過了他們的漢語啟蒙階段。現在,古波、帕蘭卡、丁雲已經人到中年,該他們的孩子輩——《新實用漢語課本》的主人公丁力波(丁雲與古波所生的孩子,加拿大學生)、馬大為(美國學生)和林娜(英國學生)等在學習漢語了。今天,漢語作為第二語言學習的環境、條件和基礎比起 20 年前已有了很大的變化;不論在中國還是在海外都積累了更豐富的教學經驗,取得了更多的研究成果。新的時代,新的形勢,對漢語教材也提出了新的要求。我們希望《新實用漢語課本》在很多方面將有創新和突破。

### 新教材,新理念

正如愈來愈多的漢語教學領域的同行們所主張的那樣,語言教學的根本目的在於培養學習者用目的語進行交際的能力。為達到這一目的,語言教材的編寫首先要體現“以學習者為中心”的原則;即教學內容要適合學習者的需要,有利於學習者創造性地學習,使學習者不斷增強學習動力並獲得成就感。在教學方法上,需要汲取從語法翻譯法到交際法的各種教學法流派的長處:既重視學習語言的交際功能,又要牢固地掌握語言結構;既要讓學習者通過大量操練和練習培養四種基本技能,又要讓學習者懂得必要的語法知識和組詞造句的規則。語音、詞彙、句型、語法和話語等語言結構的學習是語言交際的基礎,要特別注意體現由簡單到複雜、由易到難、循序漸進、不斷重現的原則,才能使學習過程更為容易,更為順利。語言教材還應該有助於學習者瞭解目的語的文化和社會,從而更好地運用目的語進行交際。這就是我們編寫《新實用漢語課本》所主張的主要理念。

### 《新實用漢語課本》的新特色

1. 改變以往漢語教材線式編排的做法,本教材不論是語言結構、語言功能或是文化因素的教學均採取圓周式的編排,多次循環重現,螺旋式上昇。以語言結構教學為例,六冊中共進行四次大的循環。第一冊前六課,在集中學習語音的同時,通過掌握簡易的口語會話讓學習者先接觸多種基本句式,但暫不作語法的系統講解;第一冊的後八課及第二冊全冊 12 課共 20 課,是語言結構教學的第二次循環,逐個介紹並練習主要句型結構。這樣,學習者在學習漢語的第一年內就能初步掌握漢語基本句型。第三、四冊共 24 課,為第三次循環,進一步鞏固、擴大並深

化語法句型教學和詞語教學；第五、六冊共 20 課，除了詞語和語法教學外，更把重點放在以往教材不太強調的復句和語段教學方面。這種四次大循環以及課與課之間又有小循環和單元復習、環環相扣的安排，不僅可以通過多次重現加深學習者對語言結構和功能的掌握，更重要的是讓學習者在學習的每一階段——第一個月、第一學期、第一年都能在一定程度上運用漢語進行交際，時時有成就感。

2. 改變以往教材重結構、輕功能的做法，本教材加強功能項目的教學。從第一課學習語音開始，就把功能放在突出的地位，結合各課的音素教學，練習學生急需的功能項目（如問候、介紹等）。前四冊強調基本功能和話題的教學，着重培養學習者運用語言結構進行交際的能力。第五、六冊強調培養理解和表達高一級的功能和話題的能力，特別是成段交際的能力。功能項目的教學貫穿全書，以保證學習者聽說讀寫交際能力不斷提高。書中附有一定的實物圖片及原文材料，如時刻表、菜單、廣告、啓事、報刊、經典作品片斷等。

3. 改變以往絕大多數漢語教材未突出漢字教學的缺陷。本教材考慮到非漢字文化圈學生的難點，第一、二冊特別強調按漢字的規律，由易到難，從基本筆畫、部件和獨體字學起。為此，第一冊前六課採用語、文適當分開的做法：先選學六十個常用、易學、組合能力強的基本漢字和一些部件，讓學習者在先掌握漢字部件的情況下，再組合成合體字。

4. 改變基礎階段大多數教材內容局限于學校生活的做法，本教材擴大題材範圍，加強教材的趣味性。本書前四冊情節主線索圍繞上述三個外國學生在中國的生活及與中國學生宋華、王小雲、記者陸雨平、導游小燕子和幾位中國教師的友情、戀情、師生情而展開一些風趣的故事。第一、二冊結合校園及日常生活，介紹與漢語表達和理解有關的習俗文化；第三、四冊圍繞青年學生感興趣的話題進行中西文化對比；第五、六冊着重介紹中國社會的方方面面，體現中國傳統文化和當代文化。

5. 克服以往教材的教學模式過於機械、單一、彈性不夠的缺點，加強教材對不同起點和不同需求的學習者的適應性。本教材一方面適當加大輸入的內容、詞彙量和練習量，同時通過板塊式的安排註意處理好核心內容和補充內容的關係。在保證學好核心內容的基礎上，增加補充內容，有利于學習者根據自己的需要自由習得；也有利于教師根據本班學生的水平因材施教。

此外，為有助于學習者更好地掌握漢語的規律，培養交際能力，本教材在突出詞語結構的教學、加強語素和話語的教學以及書面語教學等方面，也力圖作一些新的嘗試。

## 《新實用漢語課本》第一～四冊體例

### 《課本》

**課文** 為各課提供一定的話題與情境，第一、二冊課文基本上用對話體（每課兩段），以利于基礎階段在聽說讀寫全面要求的基礎上，加強聽說的訓練。第一冊 1-6 課語音階段突出拼音課文，第 7-14 課轉入以漢字課文為主，下註拼音；第二冊課文不再註拼音，只留調號；從第三冊起，不再有調號。由利用拼音到逐步擺脫對拼音的依賴。

**生詞** 對組成生詞的語素（漢字）進行分析，便于學習者理解和記憶，同時強調通過連詞組的練習掌握生詞的用法。補充生詞由學習者量力吸取。

**註釋** 主要內容為：解釋詞語的用法，補充已學過的語法點，介紹必要的文化背景知識。對課文中已出現但先不講解語法點的句子，通過翻譯讓學習者弄懂意思。

**練習與運用和會話練習**（前六課）“重點句式”體現了本課所介紹的主要語言結構及主要功能，希望學習者熟練掌握。通過操練詞組、句型替換、會話練習、交際練習等步驟，完成由機



械操練到交際運用的過程。

**閱讀和復述** 重現已學過的句型與詞彙,着重培養口頭與書面連貫表達的能力。從第二冊開始,擴展閱讀短文的内容,加強閱讀能力的訓練。

**語音、語音練習** (前六課)針對漢語語音的特點和以英語為母語學習者的難點,有重點地介紹漢語語音規律和發音、拼寫的方法,並通過拼音、四聲、辨音、辨調、變調、聲調組合、雙音節或多音節連讀以及朗讀課堂用語等步驟,逐步練好語音。

**語法** 針對漢語的特點和以英語為母語的學習者的難點,對本課出現的主要語言結構進行必要的說明。着重介紹句子組裝的規律,不求語法知識的全面系統。每冊有兩課復習課,幫助學習者對已學過的語法點進行小結。

**漢字** 先介紹部件,後組成漢字。適當介紹漢字的結構規律和書寫規律,幫助學習者認寫漢字。

**文化知識** 開始多用英文介紹,便于學習者瞭解與漢語有關的必要的文化知識。隨着漢語水平的提高,文化知識將逐漸融合到課文中去。

### 《綜合練習冊》

主要供學習者課下練習用。除了漢字練習外,還有語音、句型、詞彙的練習,以及聽說讀寫全面的技能訓練。

### 《教師手冊》

《教師手冊》就每課的教學目的、教學步驟和方法等提出建議,並對教材內容進行說明。對語音、語法、詞彙的有關知識作較詳細的介紹,供教師參考。每冊書有兩套單元測試題,供教師選用,此外還附有測試題與練習的答案。

### 鳴謝

本教材為中國國家對外漢語教學領導小組辦公室(簡稱“國家漢辦”)所主持的一項重點科研項目的一部分,委託北京語言文化大學承擔。國家漢辦嚴美華主任、姜明寶教授、李桂苓女士進行了整個項目的策劃與組織工作。北京語言文化大學校長曲德林教授、校務委員會主任王路江研究員對北語所承擔的此項教材編寫工作一直給予關注和大力支持,保證了我們編寫工作的順利進行。為瞭解海外漢語教學的現狀,我們于開始編寫教材前對加拿大六所大學的中文教學情況進行了考察。特別感謝我國駐溫哥華總領館許琳教育領事,她為我們與加拿大不列顛·哥倫比亞大學亞洲學系建立有關本教材的協作關係及實施協作計劃提供了極其寶貴的幫助。國家漢辦教學業務處宋永波先生在我們完成此項目的整個過程中給我們很多具體的幫助,特此一併致謝。

感謝加拿大麥吉爾大學、蒙特利爾大學、多倫多大學、不列顛·哥倫比亞大學、西蒙菲莎大學及維多利亞大學在我們的考察訪問中對我們的熱情接待和各校中文教學同行們所提供的寶貴建議。感謝皇后大學、西安大略大學休倫學院、約克大學、蘭格拉學院、道格拉斯學院、卡莫森學院等校的同行熱心參加有關漢語教材的座談討論。要特別感謝不列顛·哥倫比亞大學陳山木博士、鄭志寧先生,多倫多大學吳小燕博士和麥吉爾大學王仁忠先生同意擔任我們教材的加方

諮詢委員。

作為我們這次編教工作的加拿大協作方的負責人、不列顛·哥倫比亞大學亞洲學系中國語文部主任陳山木博士和鄭志寧先生全程參與了協作活動的組織和協調工作，並進行了全書的中英文總校讀，提出了很多寶貴的建議。陳山木博士、程茂榮博士、何冬暉博士、李天明博士、鄭志寧先生和夏蔚女士承擔了本書的英文翻譯工作。鄭志寧先生、呂鳴珠女士和夏蔚女士參加了第一、二冊中文稿的校讀，牟懷川博士、何冬暉博士、李天明博士參加了第三、四冊中文稿的校讀，程茂榮博士、林惠敏女士、楊麗瓊女士參加了第五、六冊中文稿的校讀。該校 Mr. Allen Haaheim 和 Mr. Paul Crowe 編校了英文譯文的初稿，施吉瑞教授進行了全書英文譯文的總校讀。鄭志寧先生和夏蔚女士進行了本教材第一、二冊的樣課試教；何冬暉博士、楊麗瓊女士進行了本教材第三、四冊的樣課試教；程茂榮博士、林惠敏女士進行了本教材第五、六冊的樣課試教。對他們為本書所作的努力，我們表示衷心的謝意。

我們還要特別感謝北京語言文化大學出版社社長兼總編輯王建勤教授、王弘宇編輯和王飆編輯，感謝畫家楊可千先生，他們為本書的出版作了大量的工作。

本書主編劉珣教授，編者為張凱副教授、劉社會副教授、陳曦副教授、左珊丹女士、施家煒女士和劉珣教授。第一、二冊執筆為施家煒、劉珣，第三、四冊執筆為劉社會、陳曦，第五、六冊執筆為張凱、左珊丹。

我們期待使用本教材的教師和學習者提出寶貴的意見，以便我們對本教材作進一步的修改。

編者

2007 年 8 月

于北京語言大學



## Preface

*New Practical Chinese Reader* is a series of Chinese textbooks compiled at the beginning of the new millennium for the purpose of teaching Chinese to native English speakers or those who use English as their principal second language. It aims to develop the learner's communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as by training their listening, speaking, reading and writing skills. The series consists of seventy lessons in six volumes. The first four volumes, consisting of fifty lessons, are for beginners and pre-intermediate level learners. The last two contain twenty lessons for learners at an intermediate level. This set of textbooks is designed for overseas students who either take Chinese as an elective or major in the language for a period of three years, studying about one lesson a week, or one volume a semester. It can also be used by autonomous learners. Each volume comes equipped with a workbook, an instructor's manual, audiotapes and CD-ROMs.

### **Why have we named our teaching materials *New Practical Chinese Reader*?**

We have given our textbooks this name, because it follows in the footsteps of the highly acclaimed and time-tested *Practical Chinese Reader* (abbreviated PCR below). However, in the meantime, it is an entirely new set of textbooks. PCR has been published in numerous editions since 1981 and has been adopted as a textbook by Chinese language educators and learners worldwide during the last two decades. The characters appearing in the lessons of *PCR* (Palanca, Ding Yun and Gubo, among others), have accompanied two generations of students of different nationalities during their study of beginning Chinese. Now these characters have finally reached middle age, and it is time for their children's generation to learn Chinese and become the principal characters in *New Practical Chinese Reader*. These include Ding Libo, a Canadian student, who is the son of Gubo and Ding Yun; Ma Dawei, an American student; and Lin Na, a British student. The teaching of Chinese as a second language has changed greatly during the last twenty years as a result of the experience accumulated by the many teachers of the language, both inside and outside China. The new age in which we live requires that we improve our approaches and teaching materials. We hope that this new teaching material will be able to make original contributions to the teaching of Chinese language in a number of areas.

### **New Teaching Material, New Concepts**

More and more Chinese language teachers advocate the idea that the fundamental goal of language teaching is to cultivate the learner's communicative ability in the target language. We believe new teaching materials should be learner-centered. What is taught must be determined by students' needs

and must enable them to learn creatively, gradually strengthening their motivation and sense of achievement. We must create a synthesis of all pedagogical schools, ranging from the grammar–translation method to the communicative approach. We should both emphasize the communicative function and also obtain a firm grasp of language structure. We should allow students to gain grounding in the four basic skills by means of a large number of drills and exercises while also mastering the necessary grammatical knowledge and rules for word and sentence formation. The study of pronunciation, vocabulary, sentence patterns, grammar, and speech are the foundation of linguistic communication. The only way that we can make the learning process easier and smoother is by emphasizing the principle of moving from the simple to the complex and from the easy to the difficult, progressing gradually as we constantly review what has come before. Finally, language teaching–materials must help students understand the culture and society of the target language so that they can use the target language more effectively. The above are the basic concepts that guided us while writing *New Practical Chinese Reader*.

### **Features of *New Practical Chinese Reader***

1. *New Practical Chinese Reader* does not follow the linear structure adopted by earlier Chinese teaching materials, instead adopting a cyclical arrangement with constant review of language structure and function together with important cultural information. The teaching of language structure passes through four cycles in the six volumes. In the first six lessons of Volume One, the focus of which is learning pronunciation, students are exposed to various basic sentence patterns by engaging in simple dialogues, although grammar is not discussed systematically at this stage. The second cycle is found in the twenty lessons that comprise Volume Two and the last eight lessons of Volume One. In this cycle, students learn and practice fundamental sentence patterns. As a result, by the end of the first year of study, they should have an elementary command of basic Chinese language structure. Volumes Three and Four contain the twenty-four lessons of the third cycle, which further consolidate, expand and deepen students' understanding of lexical items and sentence patterns. The fourth cycle is found in the twenty lessons of the last two volumes. Besides introducing more vocabulary items and grammatical points, these lessons concentrate on the teaching of complex sentences and paragraphs not emphasized in earlier Chinese teaching materials. These four large cycles contain smaller ones that interact closely with the unit reviews, not only increasing the students' command of linguistic structures and functions, but also (and more importantly) giving them a sense of accomplishment in communicative abilities at each stage of the learning process.
2. *New Practical Chinese Reader* breaks with the emphasis on structure at the expense of function characteristic of earlier teaching materials. Even in its introduction to phonetics, this new series gives prominence to function, training the students in the most needed functional items, such as greetings and introductions, at the same time as it teaches the phonetics. The first four volumes focus on the

teaching of basic functions and topics of conversation, training the students' abilities to use language structures for communication. The last two volumes cultivate students' ability to comprehend and communicate at a higher level, especially in paragraphs. Functional items are included throughout all six volumes in order to constantly improve the learner's listening, speaking, reading and writing. Some pictures and culturally authentic materials such as selections from timetables, menus, advertisements, announcements, newspapers and classical literary pieces are also used.

3. Unlike the vast majority of earlier textbooks, *New Practical Chinese Reader* emphasizes the systematic study of characters. In view of the difficulties encountered by students lacking a background in Chinese characters, the first two volumes stress the fundamental rules of learning the Chinese script, studying easy forms such as basic strokes, character components and single-component characters first before moving on to difficult ones. The first six lessons of Volume One divorce the study of characters from the conversation text. The teaching of characters starts with the introduction of sixty common, easily learnt characters frequently used as components of other characters, along with some character components. The goal of this approach is to allow students to learn multi-component characters by first mastering their components.
4. Transcending the limits of campus life, *New Practical Chinese Reader* distinguishes itself even at the beginning stage from most previous Chinese textbooks by including a broader range of interesting materials. The first four volumes develop a series of attractive stories, narrating the lives of the three international students mentioned above, including their friendships, love stories and teacher-student relationships with the Chinese students Song Hua, Wang Xiaoyun, the journalist Lu Yuping, the tour guide Xiao Yanzi, as well as several Chinese language teachers. Volumes One and Two interweave campus life with everyday experiences, introducing cultural norms and customs closely associated with speaking and comprehension. The third and fourth volumes concentrate on topics of interest to students, illustrating cultural differences between China and the West. The last two volumes introduce various aspects of Chinese society, highlighting traditional and contemporary cultural life.
5. *New Practical Chinese Reader* abandons the mechanical, monotonous and inflexible formulae of earlier teaching materials and can be adapted to the needs of students beginning at different levels. It increases the amount of vocabulary and exercises, while adopting a module structure that balances the relationship between core material and supplementary contents. By guaranteeing the teaching of core material, it can increase the amount of supplementary contents so that students can learn according to their individual needs, and teachers can use the textbook to suit the differing levels of their students.

## **The Layout of Volumes One to Four of *New Practical Chinese Reader***

### **■ Textbook**

**Text** This section supplies the topics and scenes of each lesson. For the most part, Volumes One and

Two use dialogue form (with two paragraphs in each lesson), facilitating audio–lingual practice and providing an overall grounding in the reading and writing of elementary Chinese. The pronunciation section in lessons one to six emphasizes the *pinyin* text, while lessons seven to fourteen focus on Chinese characters, which, however, have *pinyin* written beneath them. In the second volume, *pinyin* disappears, and there are only tone marks. From the third volume onward, tone marks are no longer used. In this way, learners gradually free themselves from *pinyin*.

**New Words** This part of each lesson analyzes the morphemes (characters) that form new words with the aim of improving learners' comprehension and memory. At the same time, students can master the use of new words by practicing them in phrases. Supplementary words can be learned according to the learners' individual abilities.

**Notes** For the most part, notes contain explanations of new words, develop grammatical points taught previously, or introduce necessary cultural background. English translations are provided to help students comprehend sentences containing grammar that will be dealt with in later lessons.

**Conversation Practice** (included in Lessons 1–6), **Drills and Practice** (included in Lessons 7–14) We hope students will thoroughly master the key sentences illustrating the fundamental linguistic structures and functions introduced in the text. By practicing phrases, doing pattern drills, and taking part in dialogues and communicative exercises, students can move successfully from mechanical exercises to proficient interaction.

**Reading Comprehension and Paraphrasing** Exercises of this kind ensure the review of some of the sentence patterns and lexical items already taught, thereby developing the students' discourse abilities in both oral and written forms. From the second volume on, the contents of reading texts are expanded so as to strengthen the students' reading comprehension.

**Phonetics and Pronunciation Drills** (included in Lessons 1–6) In view of the peculiarities of Chinese pronunciation and the special difficulties it presents to foreign learners with English as their mother tongue, the text focuses on the principle features of the Chinese pronunciation system, phonetics and spelling rules. Students can gradually achieve a good foundation in pronunciation by doing the exercises for spelling, the four tones, sound discriminations, tone discriminations, tone sandhi, tone combinations, practice on disyllabic and polysyllabic words, and reading classroom expressions.

**Grammar** The grammar explanations take into account the special features of the Chinese language and the difficulties encountered by native speakers of English in learning them. They do not attempt

to treat Chinese grammar comprehensively but articulate the most important grammatical structures and rules for sentence formation. Each volume has two review lessons that help learners review the grammatical points taught earlier.

**Characters** The text first introduces character components, later combining them to form characters. Rules for constructing and writing characters are also given to facilitate the learning of Chinese writing.

**Cultural Notes** At first, cultural notes in the English language are provided so that students can gain insight into cultural information related to their language studies. As learners' Chinese proficiency improves, cultural notes are incorporated more and more into the Chinese texts.

### ■ **Workbook**

The workbook is designed for students to use outside class. In addition to exercises for studying characters, phonetics, sentence patterns and words, it also includes general exercises for speaking, aural comprehension, reading, and writing.

### ■ **Instructor's Manual**

The Instructor's Manual makes suggestions regarding the goals and methods of teaching and supplies explanations of each lesson's contents. It also supplies the instructors with more knowledge about phonetics, grammar and vocabulary. Unit tests and keys to the tests and exercises are provided.

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We sincerely request teachers and students using our materials to offer their valuable criticisms and suggestions to enable us to improve these textbooks in the future.

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